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ABSTRACT

This phased Shorthand Program is designed to allow each student to move as rapidly toward achieving the goal of vocational competence as his motivation, ability, and time permit. Successful completion of the program is based upon the student's ability to meet the minimum Terminal Performance Objectives. Students completing this program are certified by the San Mateo Union High School District as having attained at least the entry level requirements for employment in stenographic, secretarial, and related occupations. Included in the four phases of this program are suggestions concerning (1) grade placement, (2) prerequisites, (3) rationale, (4) general objectives, (5) instructional content, (6) evaluation, and the related terminal performance objectives. Since the program is intended to be a performance based curriculum, the student may complete the four phases in a short period of time or extend them over several semesters, depending on his skill achievement. This document is a revision of ED 043 727. (JS)

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TERMINAL PERFORMANCE OBJECTIVES

for

A Phased Shorthand Program in Business Education

EDUCATIONAL SERVICES CENTER

SAN MATEO UNION HIGH SCHOOL DISTRICT

San Mateo, California

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Prepared in compliance with VEA contract #41-715-B-70 by:

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TERMINAL PERFORMANCE OBJECTIVES

for

A Phased Shorthand Program in Business Education

PREFACE

The Phased Shorthand Program is designed to allow each student enrolled in the program to move as rapidly toward achieving the goal of vocational competence as his motivation, ability, and time permits. Upon successful completion of each phase, the student will receive five credits toward graduation. It is important to note that successful completion depends upon the demonstrated ability of the student to meet the minimum Terminal Performance Objectives of the program.

The Phased Shorthand Program is intended to be a performance, not time based, curriculum. A student may complete all phases in a relatively short period of time or he may extend the program over several semesters. The period of time a student spends in each phase is dependent upon his ability to develop a level of skill which meets the minimum standards for advancing to the next phase, upon his motivation, and upon his goals.

The following pages represent the first draft of the Terminal Performance Objectives for the Phased Shorthand Program. Students who complete this program will be certified by the San Mateo Union High School District as having attained, at a minimum, entry level requirements for employment in stenographic, secretarial, and related occupations.

Troy E. Nuckols, Director
Career Development Programs

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TERMINAL PERFORMANCE OBJECTIVES

for

Phase 1 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

1.1.0 Grades 10 and 11 are recommended to allow sufficient time for students of all levels of ability and motivation to complete the training necessary for entry level employment.

1.2.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: In the secretarial training program it is essential that the student be able to transcribe shorthand notes at the typewriter, and use the English language in a correct and effective manner. It is, therefore, recommended that students who enroll in the program

2.1.0 Be concurrently enrolled in the Phased Typing Program or typewrite at the minimum level necessary for completion of Phase 2 of the Phased Typing Program;

2.2.0 Possess the ability to spell correctly, construct sentences properly, use proper punctuation, and to be grammatically correct when transcribing shorthand notes and typing correspondence.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 1 of this program provides a foundation of shorthand principles and theory, and provides the practice necessary for development of skill in writing and transcribing shorthand notes.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities for shorthand theory, writing technique, transcription, and related non-shorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 1 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program:

4.2.0 Transcribe, in typewritten or cursive form, shorthand outlines he has constructed;

4.3.0 Read shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines;

  4.4.1 Shorthand theory includes words, phrases, word families, word beginnings and endings, blends, omission of vowels, numbers, quantities, cities, states, days of the week, months of the year, and business salutations and closings.

4.5.0 Construct, during dictation, the brief forms and brief form derivatives presented in the program;

4.6.0 Construct, during one to three minute dictation of previewed material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and businesslike attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 1 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 1 curriculum. For a more detailed outline of content, reference must be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory with emphasis on

  5.1.1 Phrase building

  5.1.2 Brief form automatizing

  5.1.3 Geographical expressions

  5.1.4 Words and word families

  5.1.5 Word beginnings and endings

  5.1.6 Numbers and quantities

  5.1.7 Blends and vowel omissions

  5.1.8 Brief forms and derivatives

  5.1.9 Vocabulary building.

5.2.0 Reading from textbook shorthand plates.

5.3.0 Reading from shorthand outlines and notes the student constructs from the textbook or from dictation.

5.4.0 Taking dictation for periods of time up to 3 minutes on new, practiced, and familiar material.

5.5.0 Transcription with emphasis on

5.5.1 Punctuation, spelling, and capitalization

5.5.2 Grammar and proper word usage

5.5.3 Sentence completion and context analysis

5.5.4 Proofreading and correcting

5.5.5 Responding to oral and written directions

5.5.6 Business vocabulary and geographic expressions

5.5.7 Typewriting skills

5.5.8 Proper care of equipment and efficient work organization.

6.0.0 PRE-TESTING: There will be no pre-test at the beginning of Phase 1. It will be assumed that all students programmed into Phase 1 have had little or no shorthand instruction.

6.1.0 All students will be required to complete the learning activities in Phase 1 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 1 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pre-test at the beginning of a learning activity if he believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group activities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the Phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities. Refer to the appendix that accompanies Phase 1 for the terminal tests used in this program.

7.2.1 Shorthand principles post-tests: The student must successfully meet the minimum performance criteria on the post-tests for shorthand theory, brief forms, transcription of notes made from textbook shorthand plates, and related nonshorthand skills before taking the Post-Theory Dictation test.

7.2.2 Post-theory dictation: Upon meeting the minimum terminal performance objectives for this test, the student will begin Phase 2 of the Phased Shorthand Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 1 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 1, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 1 Terminal Performance Objectives is Gregg Shorthand, Diamond Jubilee Series, 1963.

8.1.0 SHORTHAND THEORY: GIVEN DICTATION OF SHORTHAND THEORY MATERIAL, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SHORTHAND THEORY, THE STUDENT WILL WRITE AND TRANSCRIBE THAT MATERIAL WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any 100 item test constructed by the teacher from words, phrases, geographic expressions, word families, word beginnings and endings, blends, omission of vowels, numbers, quantities, cities, states, months, and days that were presented in Phase 1 of the Phased Shorthand Program.

8.1.2 Performance conditions: The 100 item theory test will be dictated to the student at a rate of approximately six words per minute. He must write the words dictated, in shorthand, and in the order given. The student will be allowed 30 minutes to transcribe his notes in cursive or typewriting. He may refer to the dictionary while taking this test.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written that are not in the order of dictation.

8.1.3.2 Words omitted in shorthand or in transcription.

8.1.3.3 Shorthand outlines incorrectly written.

8.1.3.4 Words incorrectly transcribed.

8.1.3.5 Words incorrectly spelled in transcription.

8.1.4 Proof of achievement: The student must complete five different 100 item shorthand theory tests with an average correctness on the five tests of at least 80 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 1 - Terminal
Shorthand Theory Test

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
80 - 89	C

Performance below this level does not meet the minimum standard.

8.2.0 BRIEF FORMS: GIVEN DICTATION OF BRIEF FORMS AND BRIEF FORM DERIVATIVES, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THESE FORMS, THE STUDENT WILL WRITE AND TRANSCRIBE THAT MATERIAL WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 150 item test constructed by the teacher from brief forms and brief form derivatives presented in Phase 1 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 150 item test will be dictated to the student at a rate of approximately ten forms or derivatives per minute. He must write the dictated items, in shorthand, and in the order given. The student will be allowed 15 minutes to transcribe his notes in cursive or typewriting. He may refer to the dictionary while transcribing this test.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted in shorthand or transcription.

8.2.3.3 Shorthand outlines incorrectly written.

8.2.3.4 Words incorrectly transcribed.

8.2.3.5 Words incorrectly spelled in transcription.

8.2.4 Proof of achievement: The student must complete the 150 item brief form test with at least 95 percent correctness. If the student's score falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 1 - Terminal
Brief Form Test

Percent Correct	Letter Grade
99 - 100	A
97 - 98	B
95 - 96	C

Performance below this level does not meet the minimum standard.

8.3.0 RELATED NONSHORTHAND SKILLS: GIVEN A SERIES OF ELEVEN TEACHER CONSTRUCTED TESTS ON RELATED NONSHORTHAND SKILLS, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THESE SKILLS, THE STUDENT WILL DEMONSTRATE COMPETENCY IN APPLICATION OF THESE SKILLS WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instruments: These tests are designed to determine the student's level of competence in related nonshorthand skills. The tests will deal with

8.3.1.1 Proofreading

8.3.1.2 Business vocabulary

8.3.1.3 Similar words

8.3.1.4 Spelling families

8.3.1.5 Grammar

8.3.1.6 Typing studies

8.3.1.7 Context analysis

8.3.1.8 Sentence completion

8.3.1.9 Common word roots

8.3.1.10 Punctuation and spelling

8.3.1.11 Geographic expressions

8.3.2 Performance conditions: The student will be allowed a full class period to complete each of the related nonshorthand tests. Reference sources may not be used while taking these tests.

3.3.3. Counting errors: Refer to the appendix for a detailed description of the method to be used in counting errors on each test.

8.3.4 Proof of achievement: The student must complete each of the related nonshorthand skills tests with at least 80 percent correctness. If the student's score on a test falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting the minimum for this test. The final grade for this objective will be the average correctness he achieves on the eleven tests. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 1 - Terminal
Related Nonshorthand Skills

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
80 - 89	C

Performance below this level does not meet the minimum standard.

8.4.0 TRANSCRIPTION FROM PLATES: GIVEN APPROPRIATE ASSIGNMENTS IN THE SHORTHAND AND TRANSCRIPTION SKILL BUILDING SECTION OF THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE PLATES IN THIS SECTION, THE STUDENT WILL WRITE AND TRANSCRIBE SHORTHAND NOTES HE HAS MADE FROM THESE PLATES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any textbook assignments, selected by the teacher, from the Shorthand and Transcription Skill Building Section of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 1 of the Phased Shorthand Program.

8.4.2 Performance conditions: The student will make shorthand notes, from plates assigned by the teacher, and transcribe his notes in cursive or typewriting. He will be given 20 minutes to make his notes and 20 minutes to transcribe them on each plate assigned. The student may refer to the dictionary while taking this test.

8.4.3 Counting errors: Each of the following will be considered one error:

8.4.3.1 Words omitted or added in transcription.

8.4.3.2 Words incorrectly transcribed.

8.4.3.3 Punctuation errors.

8.4.3.4 Misspelled words.

8.4.3.5 Capitalization errors.

8.4.3.6 Paragraphing errors.

8.4.4 Proof of achievement: The student must transcribe the shorthand notes he has made from five different plates assigned by the teacher with at least 80 percent correctness on each plate. Percent of correctness is determined by dividing the total correct words by the total words in the plate. The student will be permitted as many opportunities to meet this objective as is needed. The final grade for this objective will be the average correctness he achieves on the five plates. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 1 - Terminal
Transcription From Plates

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
80 - 89	C

Performance below this level does not meet the minimum standard.

8.5.0 TRANSCRIPTION FROM POST-THEORY DICTATION: GIVEN DICTATION OF PREVIEWED OR FAMILIAR MATERIAL, AFTER MEETING THE MINIMUM CRITERIA FOR TERMINAL OBJECTIVES 8.1.0 THROUGH 8.4.0, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be from past homework assignments or from material that has been previewed with the student.

8.5.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.5.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.5.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used, there will be no pause or stopping between letters.

8.5.2.3 Dictation will be given for three minutes at each of three speed levels: 50 words a minute; 60 words a minute; and 70 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.5.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.5.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.5.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.5.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.5.2.8 Thirty minutes will be allowed for transcribing.

8.5.2.9 Cursive or typewriting may be used in transcribing shorthand notes.

8.5.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Words written in longhand during dictation.

8.5.3.2 Words omitted or added in transcription.

8.5.3.3 Words incorrectly transcribed.

8.5.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.5.3.5 Punctuation errors.

8.5.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled.

8.5.3.7 Uncorrected typographical errors.

8.5.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 1 - Terminal
Transcription from Dictation

Words Per Minute	Minimum No. of Successes	Percent Correct	Letter Grade
70	5	95-100	A
60	5	95-100	B
50	5	95-100	C

Performance below this level does not meet the minimum standard.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 1: The student's final grade in Phase 1 will be determined by averaging his Terminal Performance Objective test grades and his learning activity grades. Objectives 8.1.0, 8.2.0, 8.3.0, and 8.4.0 will be given a weight of 30%, objective 8.5.0 will be given a weight of 50%, and learning activity grades will be given a weight of 20%.

10.0.0 ADVANCEMENT TO PHASE 2: In order for the student to advance to Phase 2, he must have demonstrated a level of performance that is represented by an overall letter grade of "C" or above.

10.1.0 Exception requiring student action: The student who does not meet the minimum criteria and who wishes to advance to Phase 2 may do so by taking the following action:

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests, learning activity tests, and student records.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate that he has developed the level of skill necessary for advancement to Phase 2 by successfully meeting the minimum criteria on the appropriate Terminal Performance Objective tests.

10.2.0 Exception requiring teacher action: Students with educational handicaps may be given special consideration on an individual basis by the teacher.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Appendix

This appendix contains suggestions for administering and scoring post-tests for the Terminal Performance Objectives in Phase 1 of the Phased Shorthand Program. Examples of teacher constructed tests for the objectives under 8.3.0 are also included in order to clearly illustrate the evaluative instruments to be used. The following examples are provided:

8.3.0	Related Nonshorthand Skills
8.3.1.1	Proofreading
8.3.1.2	Business vocabulary
8.3.1.3	Similar words
8.3.1.4	Spelling families
8.3.1.5	Grammar
8.3.1.6	Typing studies
8.3.1.7	Context analysis
8.3.1.8	Sentence completion
8.3.1.9	Common word roots
8.3.1.10	Punctuation and spelling
8.3.1.11	Geographic expressions

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Examples are provided where the statements may not adequately describe the tests to be used.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring the Post-Test on Terminal Performance Objective

8.1.0 SHORTHAND THEORY

PURPOSE: To measure the student's knowledge of Shorthand Theory presented in Phase 1 of the Phased Shorthand Program.

STUDENT PREPARATION FOR THE POST-TESTS: The student can prepare for the five Shorthand Theory post-tests by studying Recall Lessons 6, 12, 18, 24, 30, 36, 42, and 48 in the textbook. The student should study all words in the Recall Lessons, the Reading and Writing Practices, and pay particular attention to the words in the Recall Chart.

THE POST-TESTS: Refer to Terminal Performance Objective 8.1.0 for a description of these tests.

ADMINISTRATION OF THE POST-TESTS: Provide each student with ruled paper that has been prenumbered from 1 to 100 or have the student number the paper himself before the dictation begins. The ruled paper should provide sufficient room for the student to take his notes in shorthand and transcribe, opposite his shorthand notes, in cursive. Dictate the Test.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.1.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.2.0 BRIEF FORMS

PURPOSE: To measure the student's knowledge of Brief Forms and Brief Form Derivatives presented in Phase 1 of the Phased Shorthand Program.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the Brief Forms and Brief Form Derivatives Test by studying the Brief Form Chart at the back of the textbook. A review of all the brief forms and brief form derivatives is also given in lessons 49 through 56 in the Reinforcement Section of the textbook.

THE POST-TEST: Refer to Terminal Performance Objective 8.2.0 for a description of this test.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 150 or have the student number the paper himself before the dictation begins. The ruled paper should provide sufficient room for the student to take his notes in shorthand and transcribe, opposite his shorthand notes, in cursive. Dictate the Test.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.2.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.1 Proofreading)

PURPOSE: To measure the student's ability to locate errors in transcription when given shorthand plates to use as a basis for comparison.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Proofreading by reviewing the shorthand plates that he transcribed as part of his homework assignments in Phase 1.

THE POST-TEST: This test will consist of five shorthand plates selected from past homework assignments and transcribed so that intentional errors were made. There will be 100 errors in transcription that may include errors in punctuation, spelling, transposed words, incorrect words, omissions, and additions, among others.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 100 or have the student number the paper himself before beginning the test. Each number relates to an error in transcription which the student is to identify. Distribute the Test. The student is to locate the 100 errors by comparing the transcriptions to the shorthand plates from which they were transcribed. The errors should be corrected on the answer sheet provided.

COUNTING ERRORS: Each of the following will be considered one error:

-Unidentified errors in the transcript.
-Identifying a correct word as incorrect.
-Identifying a correct punctuation mark as incorrect.
-Identifying an error correctly but misspelling the correction.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.1 PROOFREADING)

OBJECTIVE:

In the following transcripts, the student will be able to find the various types of transcribing errors in comparing the transcript with the shorthand letter in his textbook with at least 90 percent accuracy. The student will have forty-five minutes to complete the five transcripts.

Letter 492 p. 308-9

Dear Mr. Harrington:

I resently forwarded to you a Maintainance Service Agreement for your machines. As we have not recieved a signed copy from you we again bring to you attention the benifits that will occur to you from our maintainance program.

The large majority of our costumers now avail theirselves of the Maintainance service agreement, for they find that it reduces too a minimum the expense and inconvience cost by service calls.

We would appreciate you returning to us one signed copy retaining the duplicate for your files.

Sincerely yours,

Letter 505 p. 320-1

Dear Mr. Johnson,

As you requested we sent you several months ago one of our broshures on air conditioning. We hope that you found it helpfull in answering your questions. In about two or three days one of our representitives, Mr. E.

H. Grimm, will be in your city for a few days. When he arrives, he would like to discuss your air-conditioning problems.

Mr. Grimm will phone you as soon as he arrives in West Haven to inquire about a convenient time to see you. If their is any other information we can supply you in the mean time please be sure to let us no.

Yours Truly,

Letter 533 p. 339-40

Dear Mr. Wilmington:

I was exceedingly happy to hear that you have opened a savings account at your neighborhood branch of the Chemicle Trust Corporation. I congradulate you on your desision to establish a regular program of savings.

It has been my esperience that the majority of new depositors do not realize the extent to which there bank can be of service to them. For that reason we have prepared a folder that discribes all the classifications of are services that may be of help to you. A copy is inclosed.

We are looking forward to many oppurtunities to be of service to you.

Cordialy yours,

Letter 553 p. 352-3

Dear Mr. Gray:

How far does the average man in your plant have to walk to get a drink of water. Does he walk 50 feet 100 feet or several hundred feet. Unecessary steps very often prove more costly than the instalation of additional water coolers.

With our new plan, you can check your drinking faculties quickly and easy. You can see for your self weather the purchase of one or more water collers for any paticular part of your plant can cut your over head.

The enclosed booklet, "Locating Your Water Coolers describes this plan.

Yours Truly,

Letter 567 p. 360-1

Dear Mr. Smith:

Do you want people to listen when you speak? Do you want people to purchase your goods. Do you want a increase in salary. What ever you want from life, you can get it if you will try those things that influence people to act.

During the past 10 years Mr. Fred H. Brown, one of the contries most sucessfull salesmen, has been able to convince thousands of people to act as he wants them to act. When he writes a sales letter people set down and write orders.

How has he been able to try these things. You can learn his methods by reading his booklet, How to Convine People, which appeared two or three months ago.

Let us ship you a copy on approval.

Very Truly Yours,

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.2 Business Vocabulary)

PURPOSE: To measure the student's ability to define words presented in the text when written in shorthand.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Business Vocabulary by keeping a list of the words presented in each lesson of the textbook.

THE POST-TEST: This test will consist of 50 sentences constructed in shorthand. In each sentence a word is underlined which the student is to transcribe, define according to the business connotation, and spell correctly.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to an underlined vocabulary word within the sentence constructed in shorthand which the student is to transcribe, define, and spell correctly.

COUNTING ERRORS: Each of the following will be considered one error:

-Incorrect transcription of the underlined word.
-Incorrect definition of the underlined word.
-Misspelling the word.
-Any addition to the test or omission on the test.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

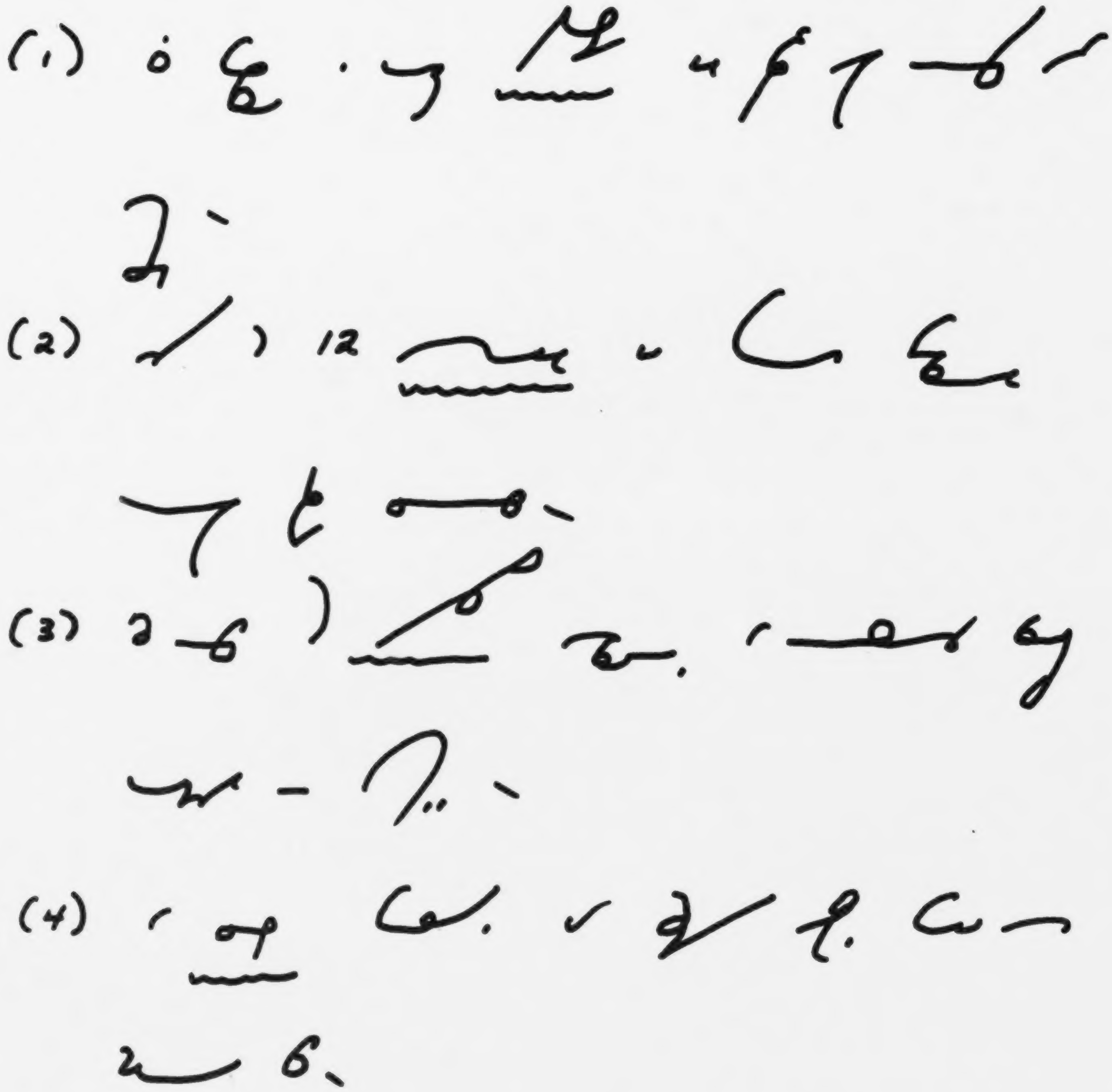
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

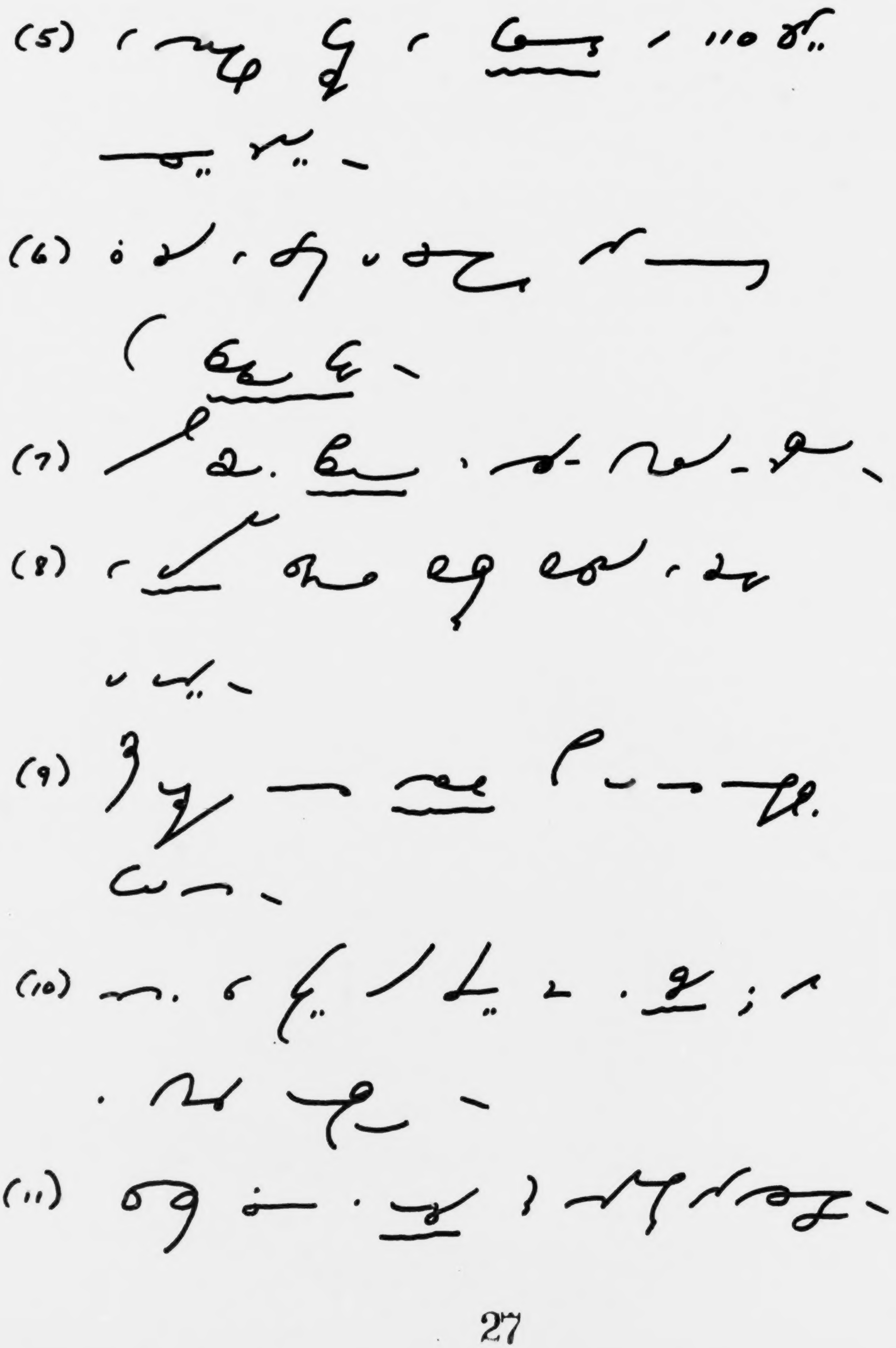
POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.2 BUSINESS VOCABULARY)

OBJECTIVE:

In the following sentences written in shorthand, the student will be able to transcribe and define the underscored word in each sentence with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

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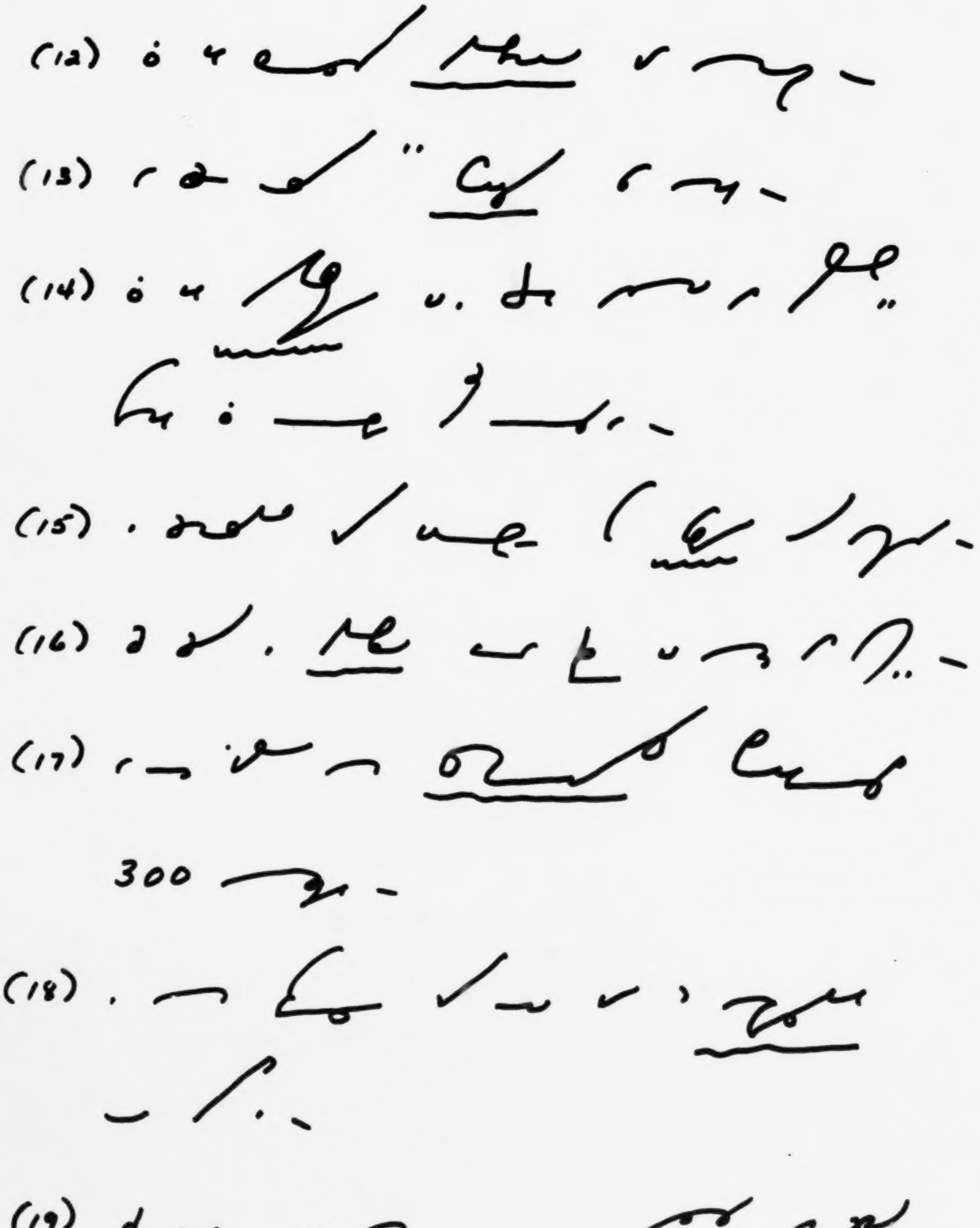
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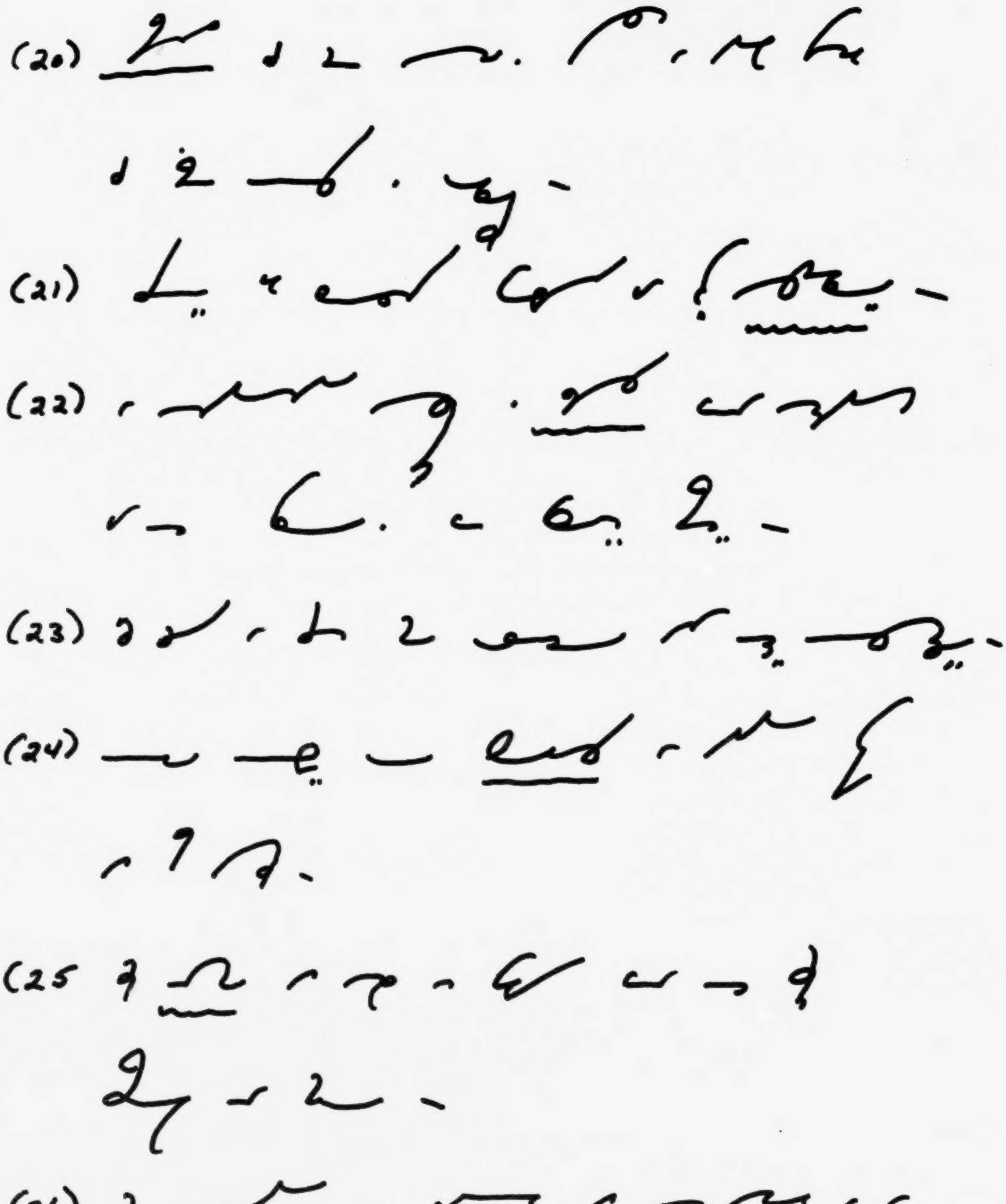
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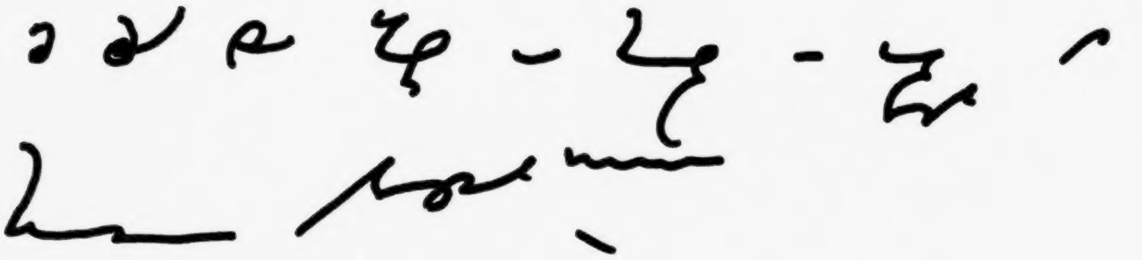

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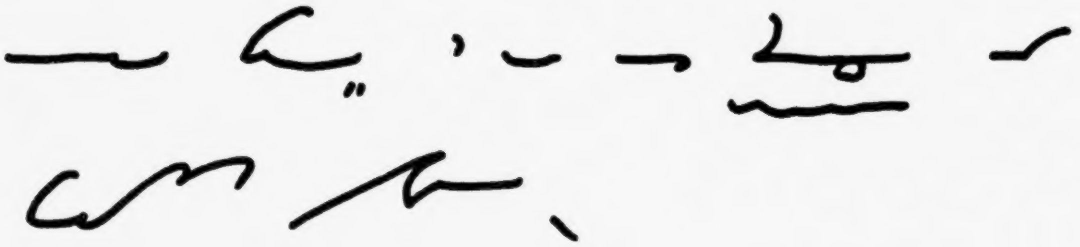

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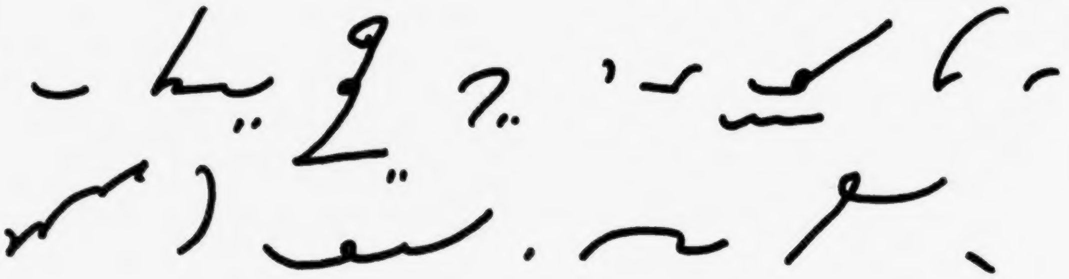

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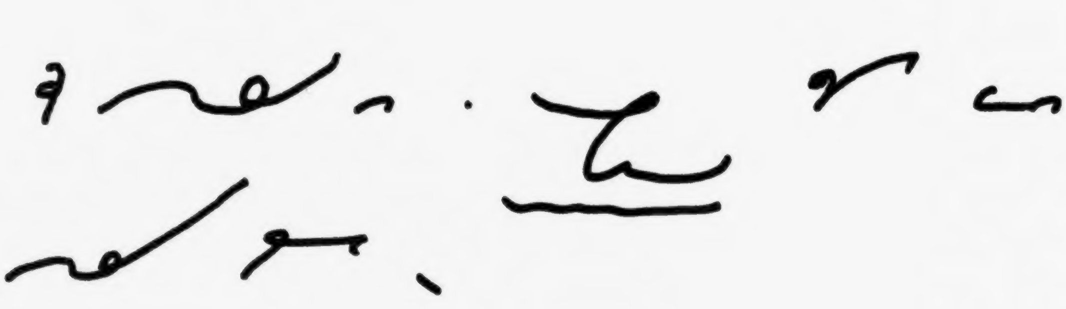

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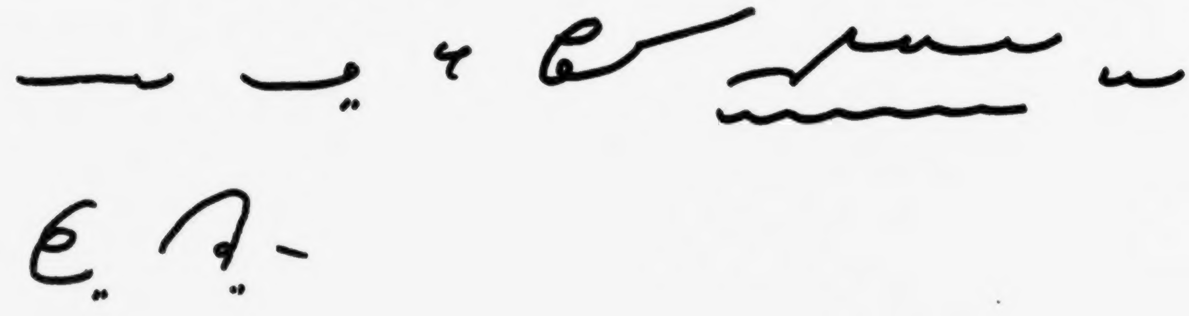

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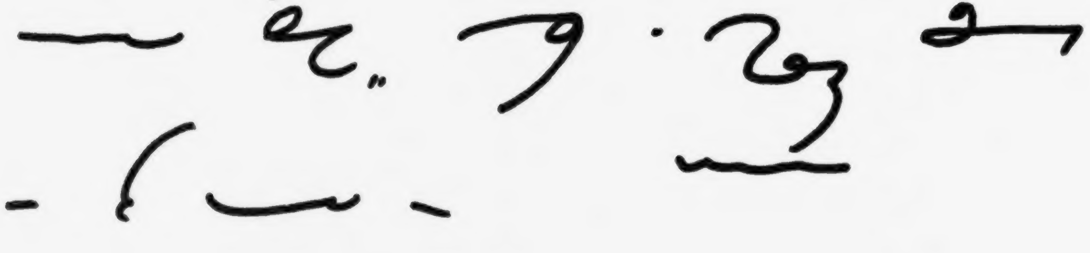

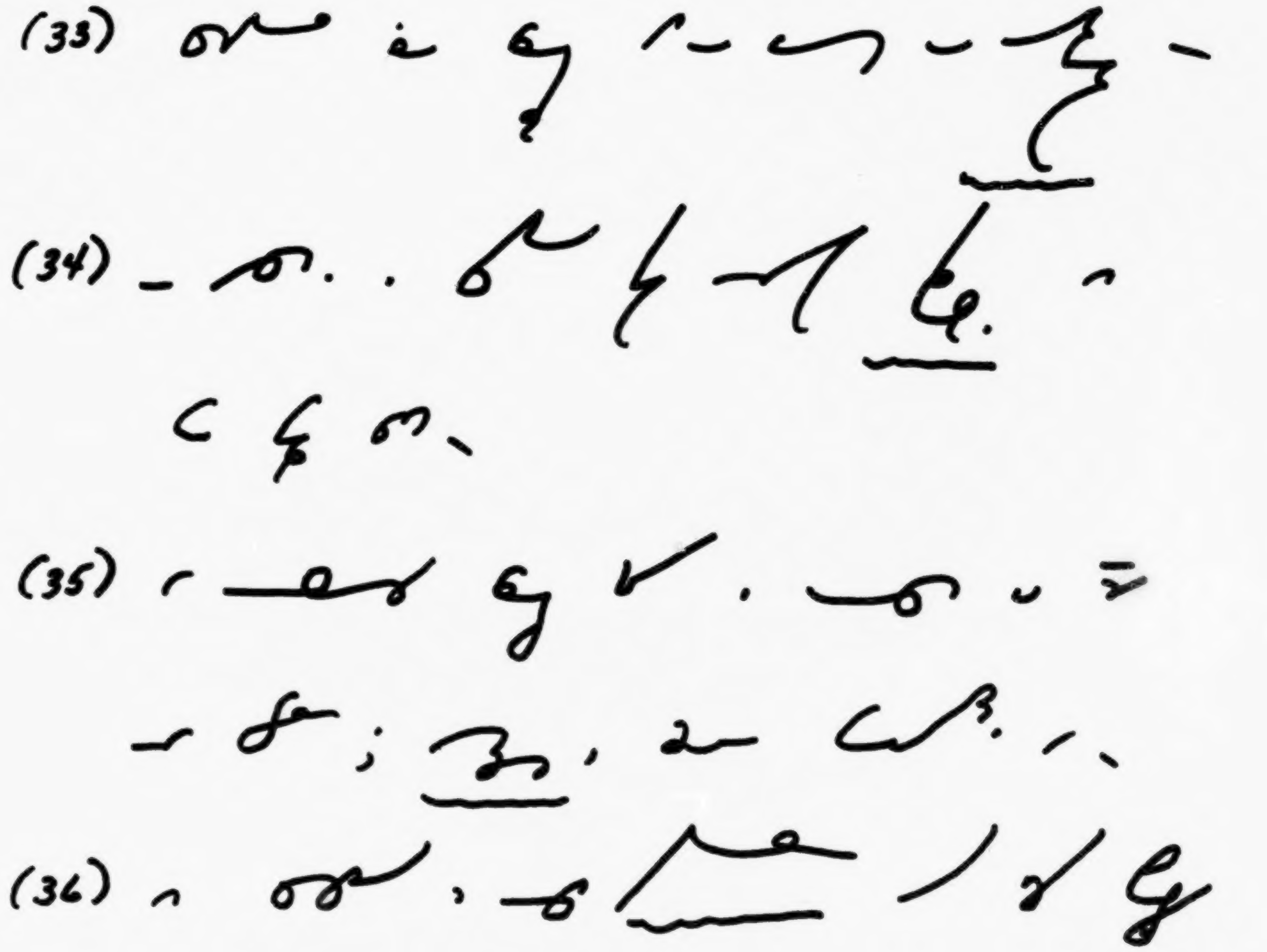
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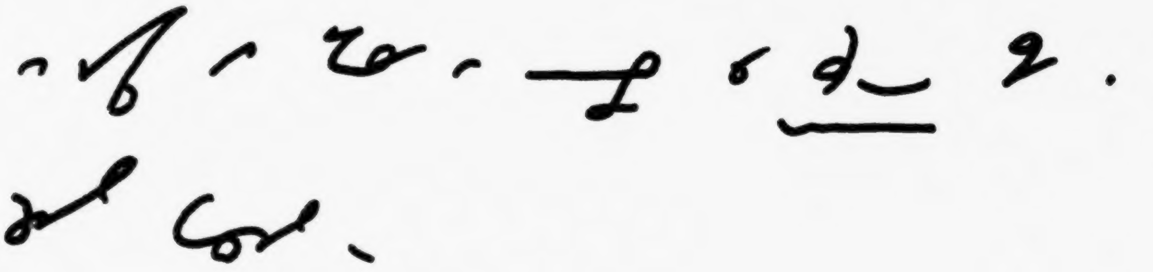
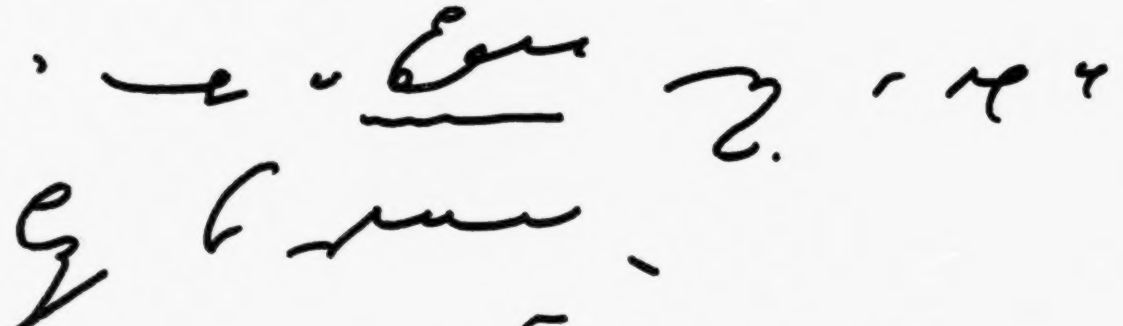
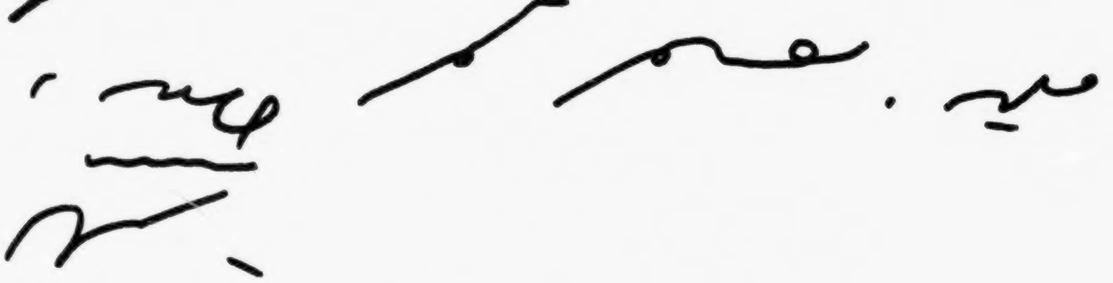
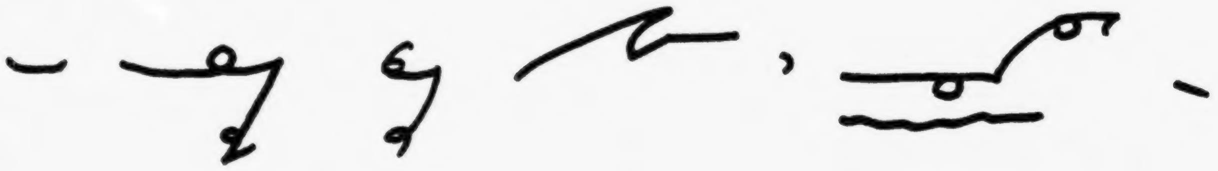
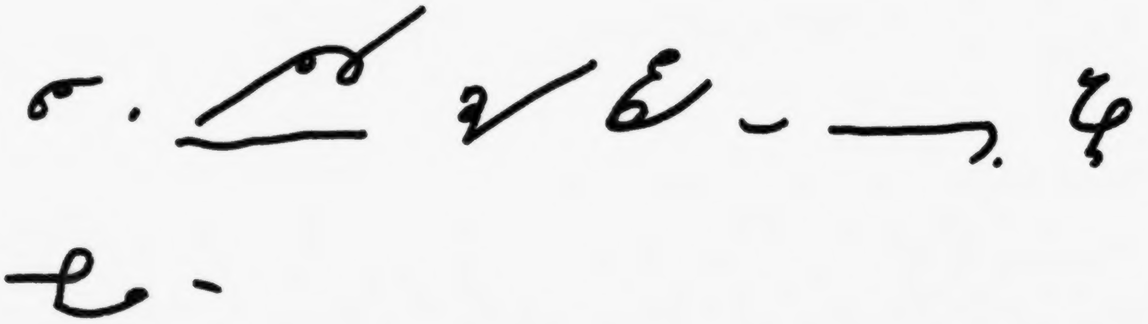
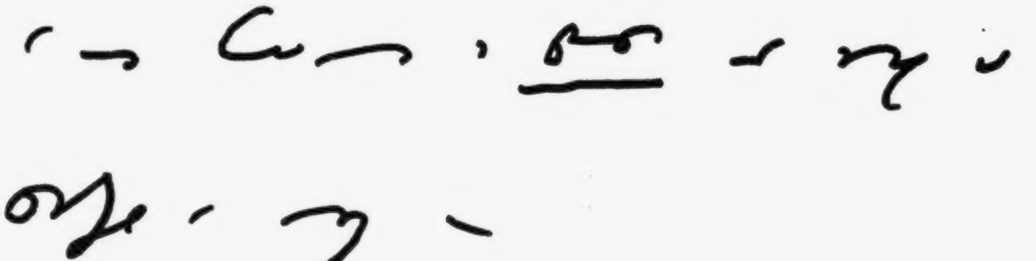
(39) 

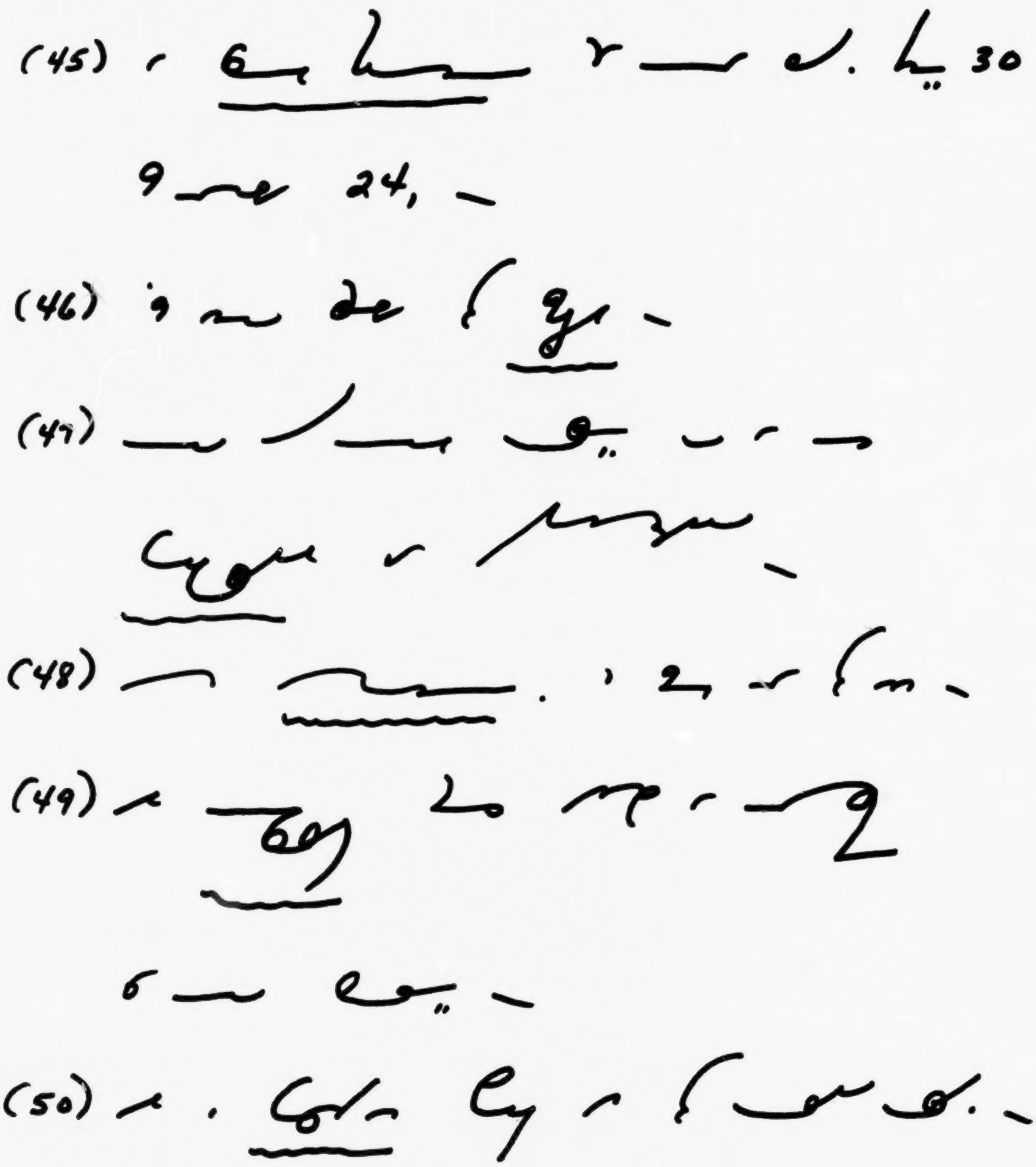
(40) 

(41) 

(42) 

(43) 

(44) 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PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.3 Similar Words)

PURPOSE: To measure the student's ability to select the correct word from pairs of words that look or sound alike, or almost alike, when used in a sentence constructed in shorthand.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Similar Words by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 40 sentences constructed in shorthand. In each sentence the student is to write, in longhand, the correct word from the two words shown in parentheses.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 40 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to select the correct word of the two shown in parentheses and is to spell the word correctly.

COUNTING ERRORS: Each of the following will be considered one error:

-Transcribing the incorrect word.
-Misspelling the word chosen if it is the correct one.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.3 SIMILAR WORDS)

OBJECTIVE:

In the following sentences, the student will be able to write in longhand the correct word from the two words shown in parentheses with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

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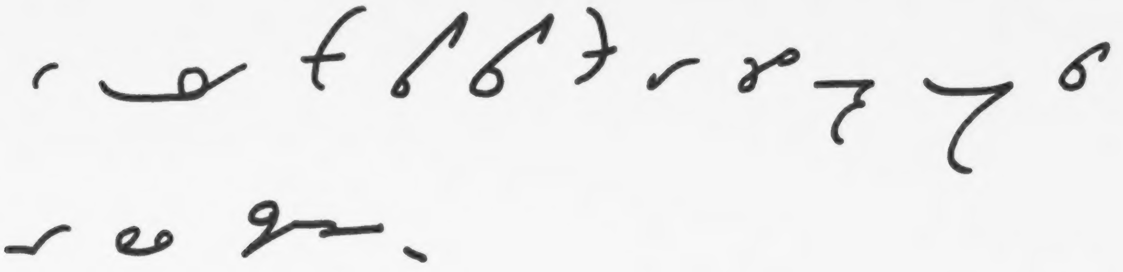

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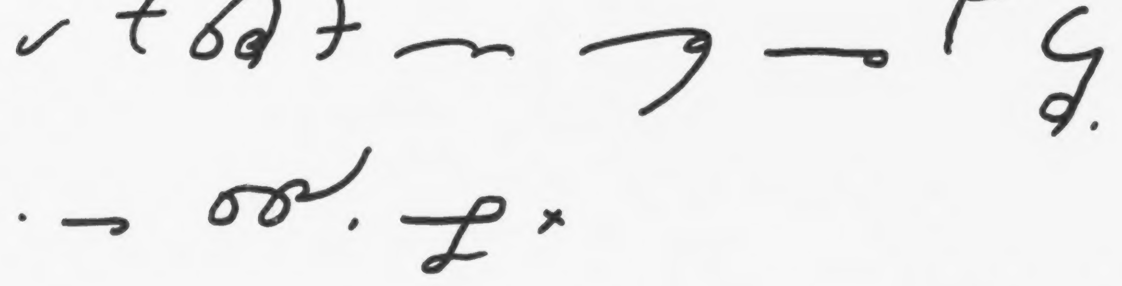

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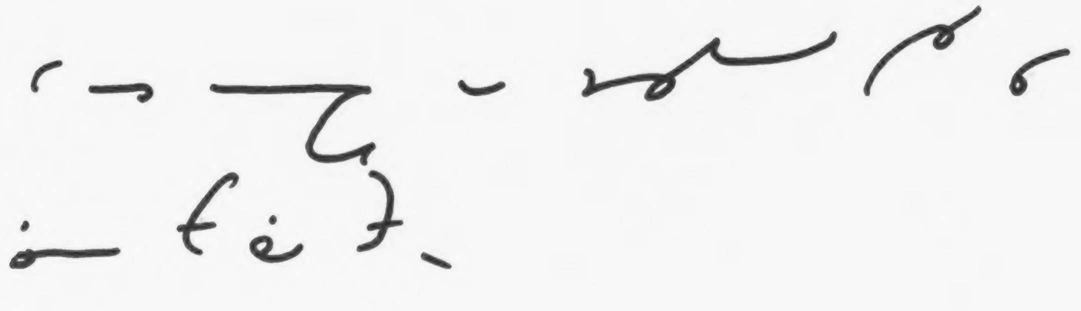

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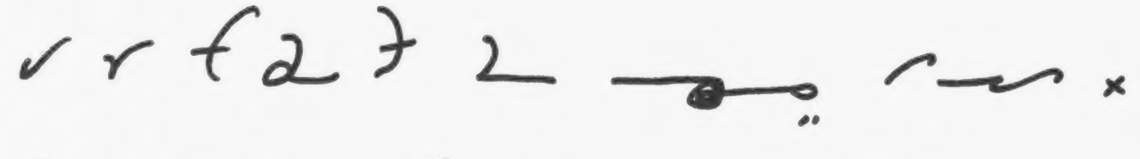

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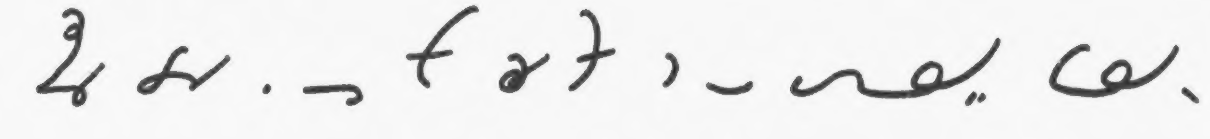
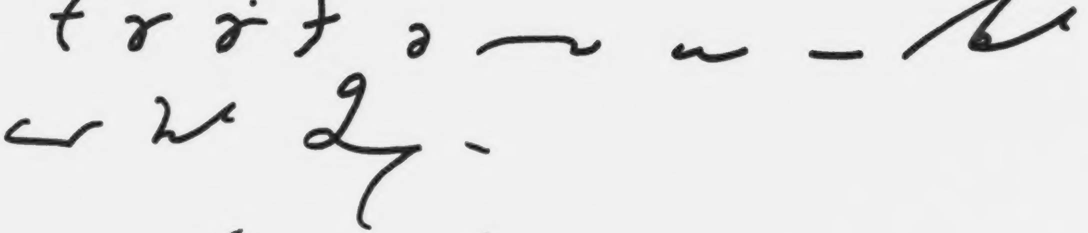
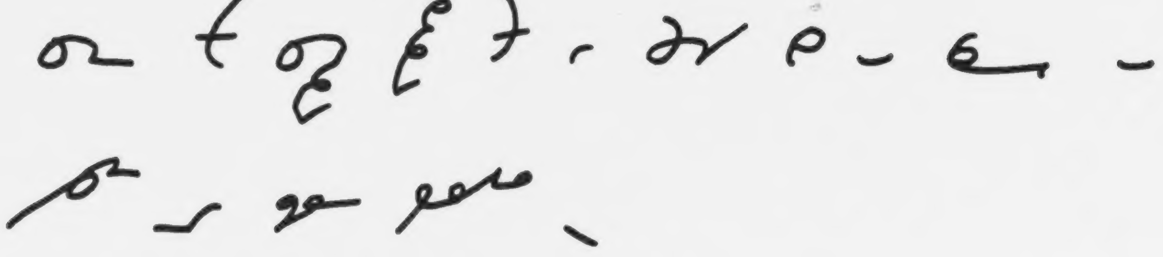
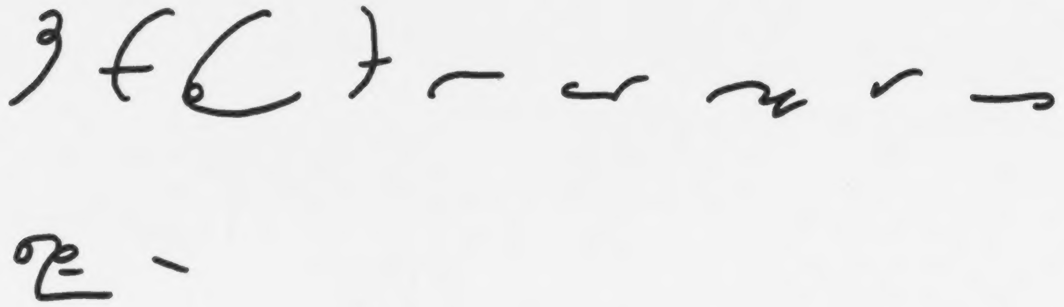
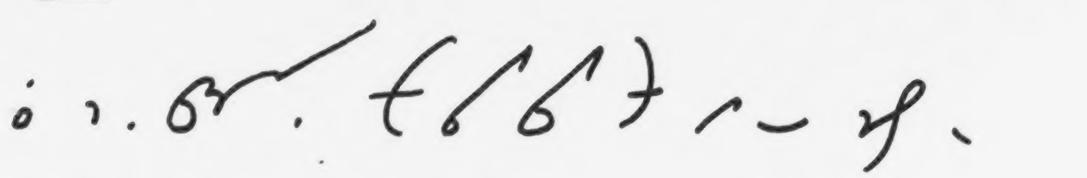
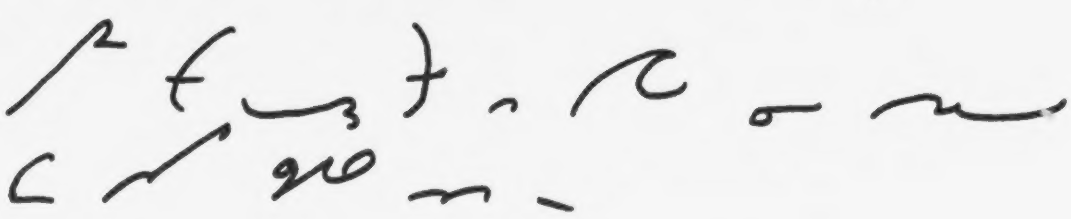


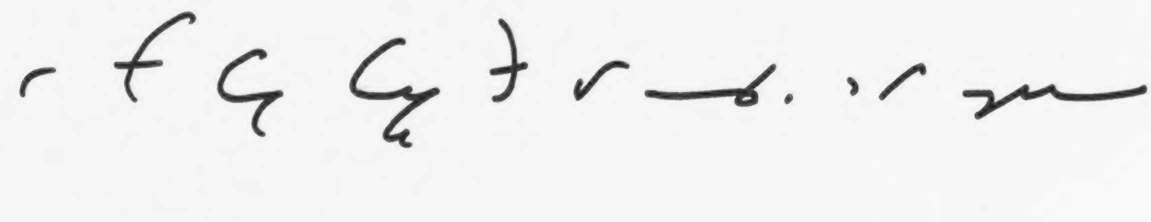
(6) 

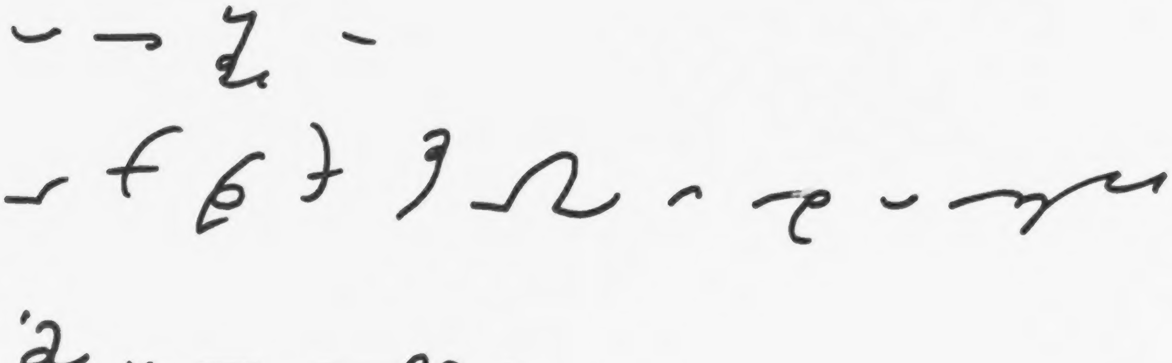
(7) 

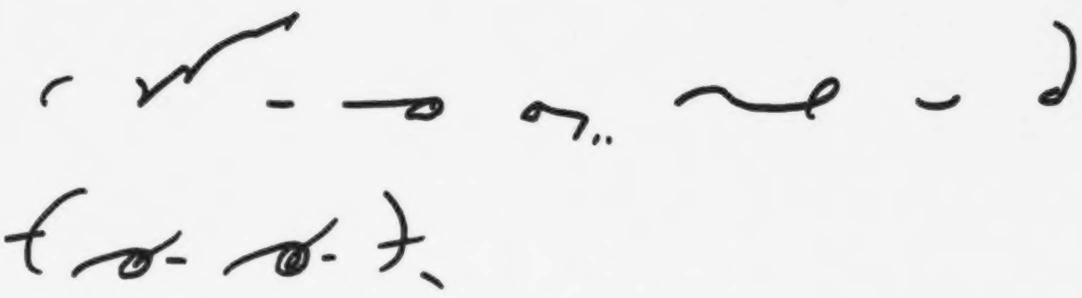
(8) 

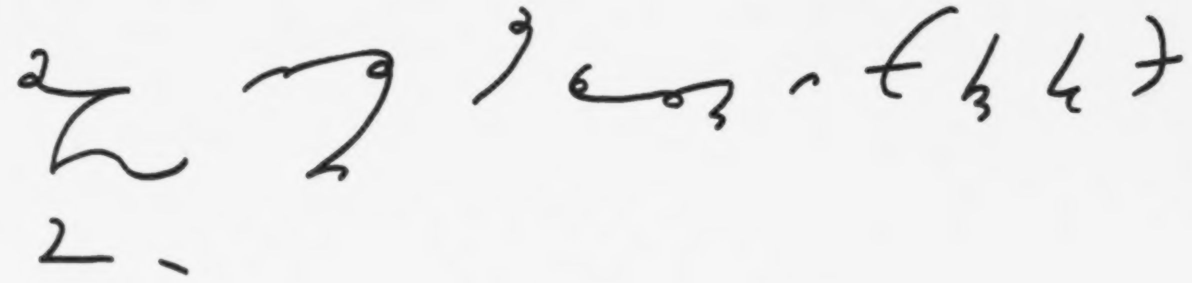
(9) 

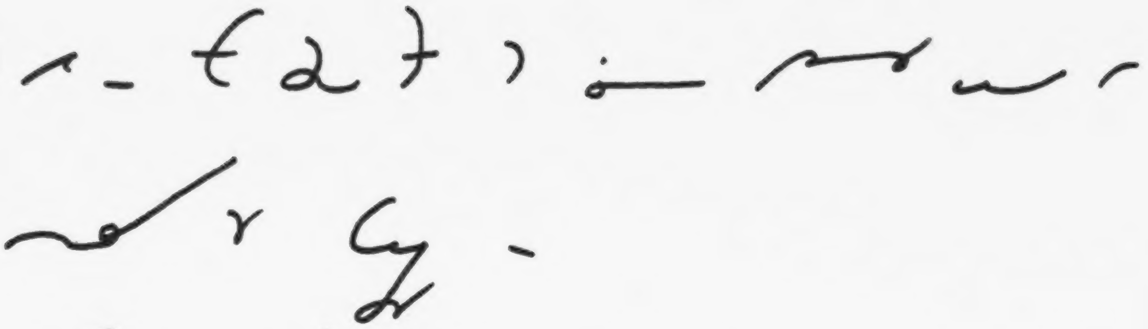
(10) 

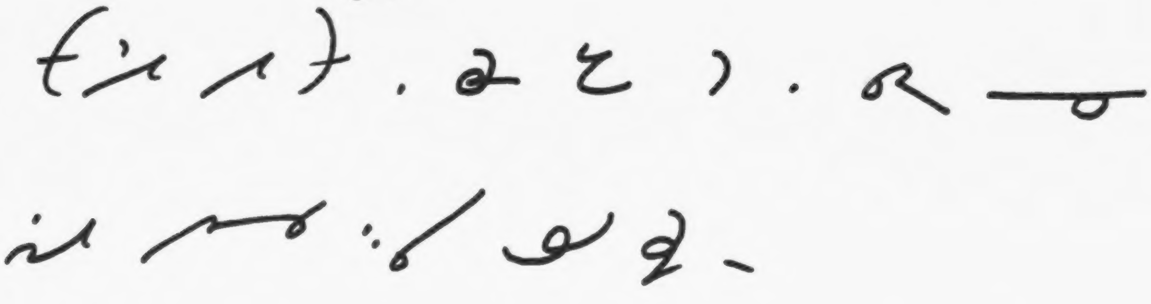
(11) 

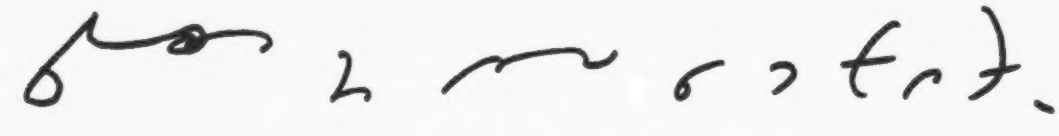
(12) 

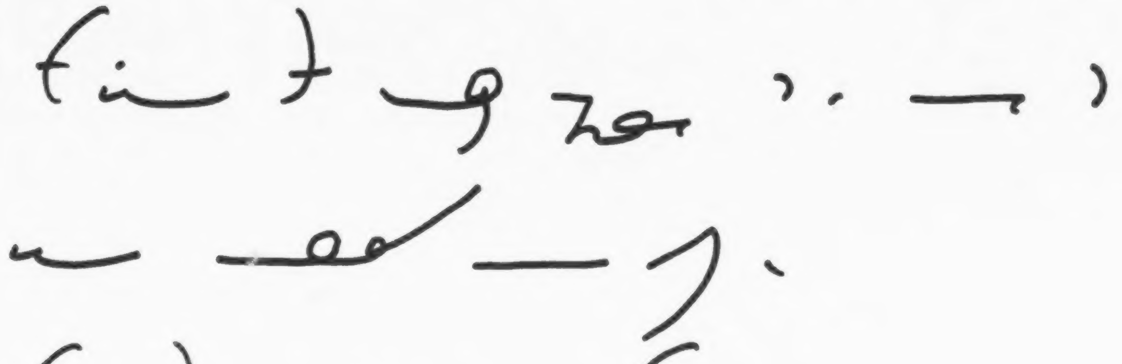
(13) 

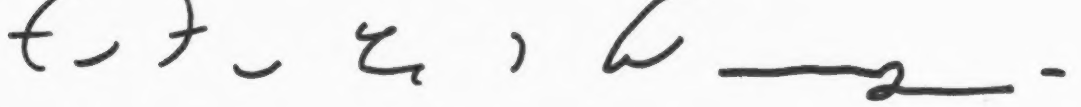
(14) 

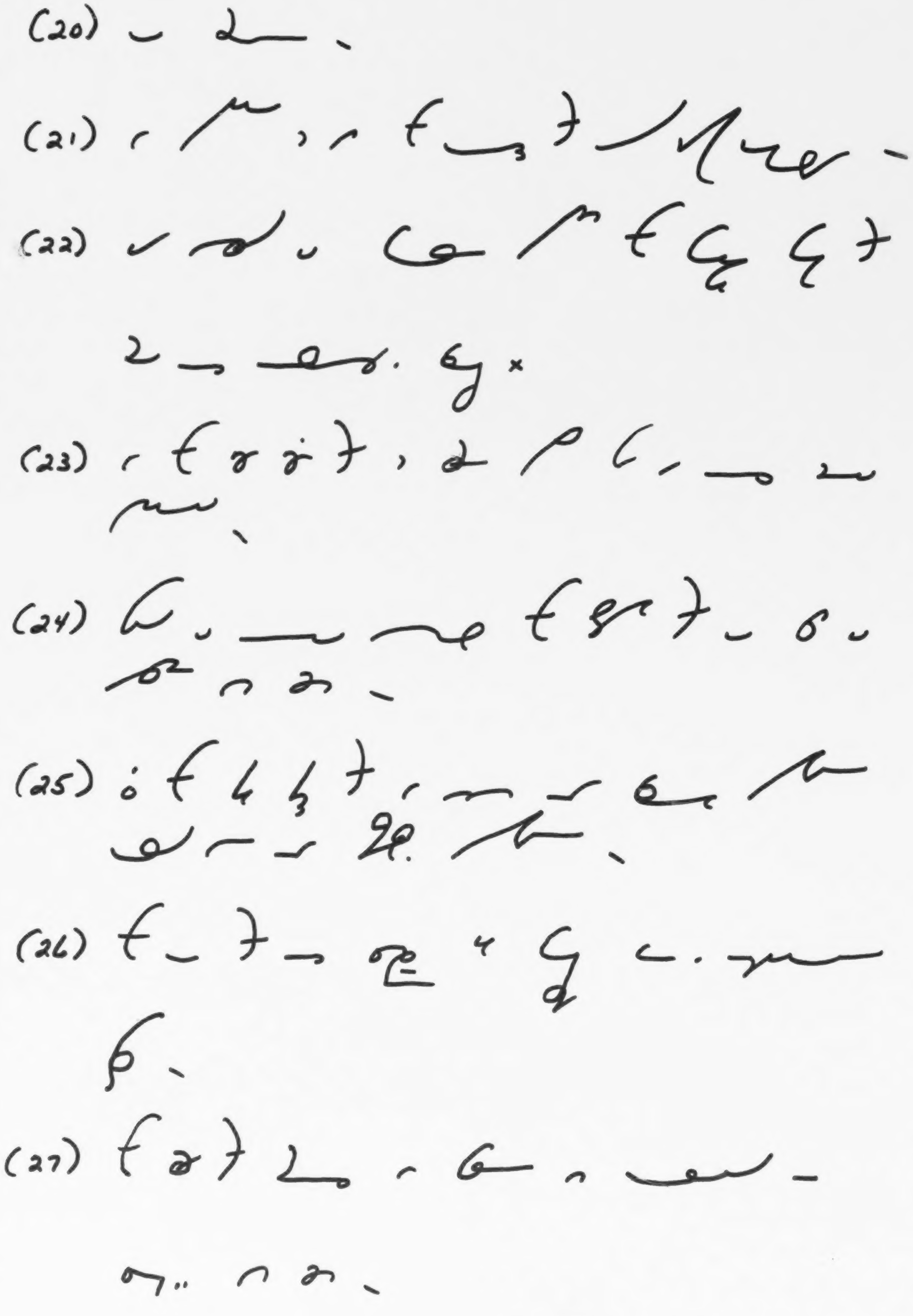
(15) 

(16) 

(17) 

(18) 

(19) 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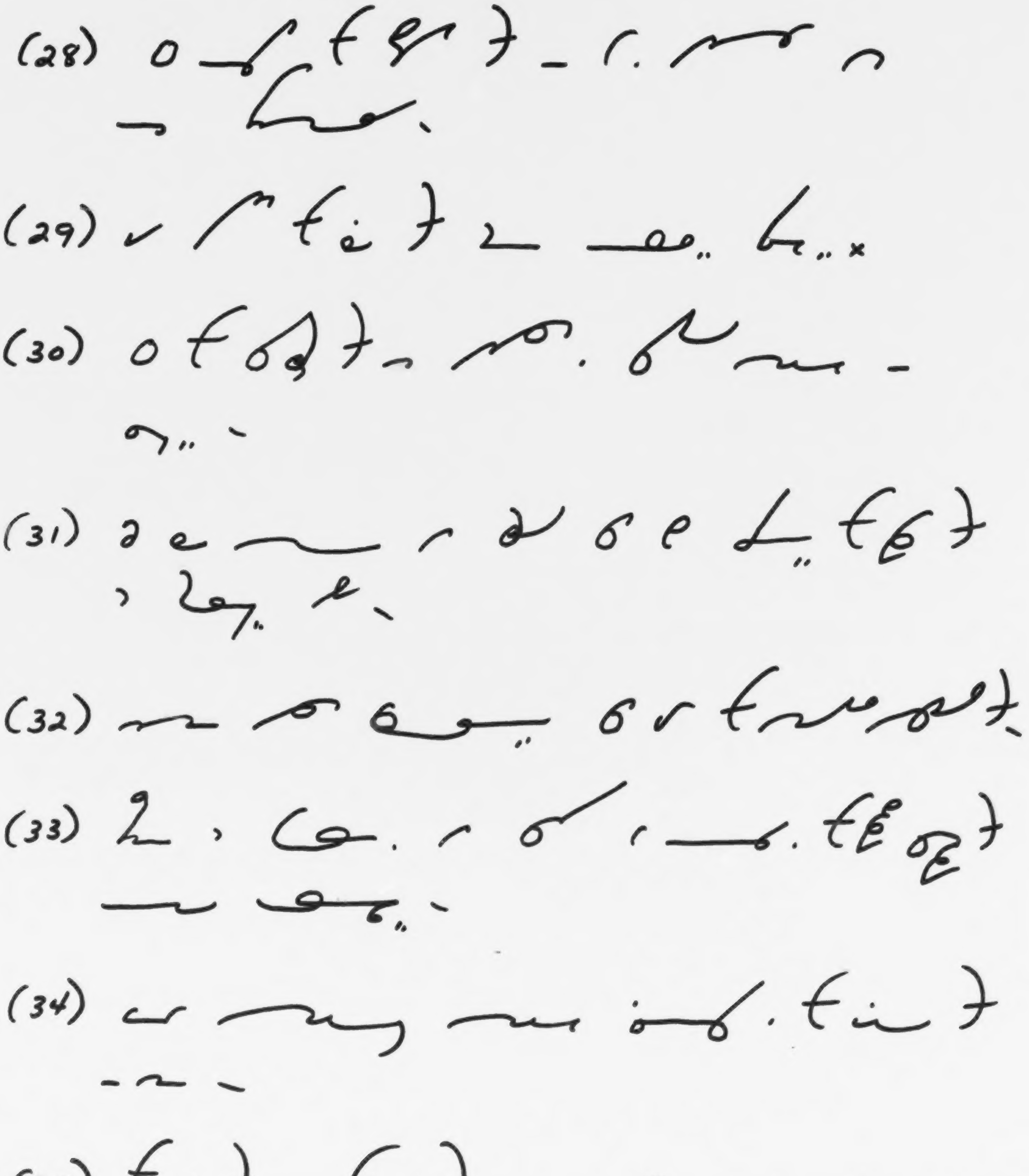
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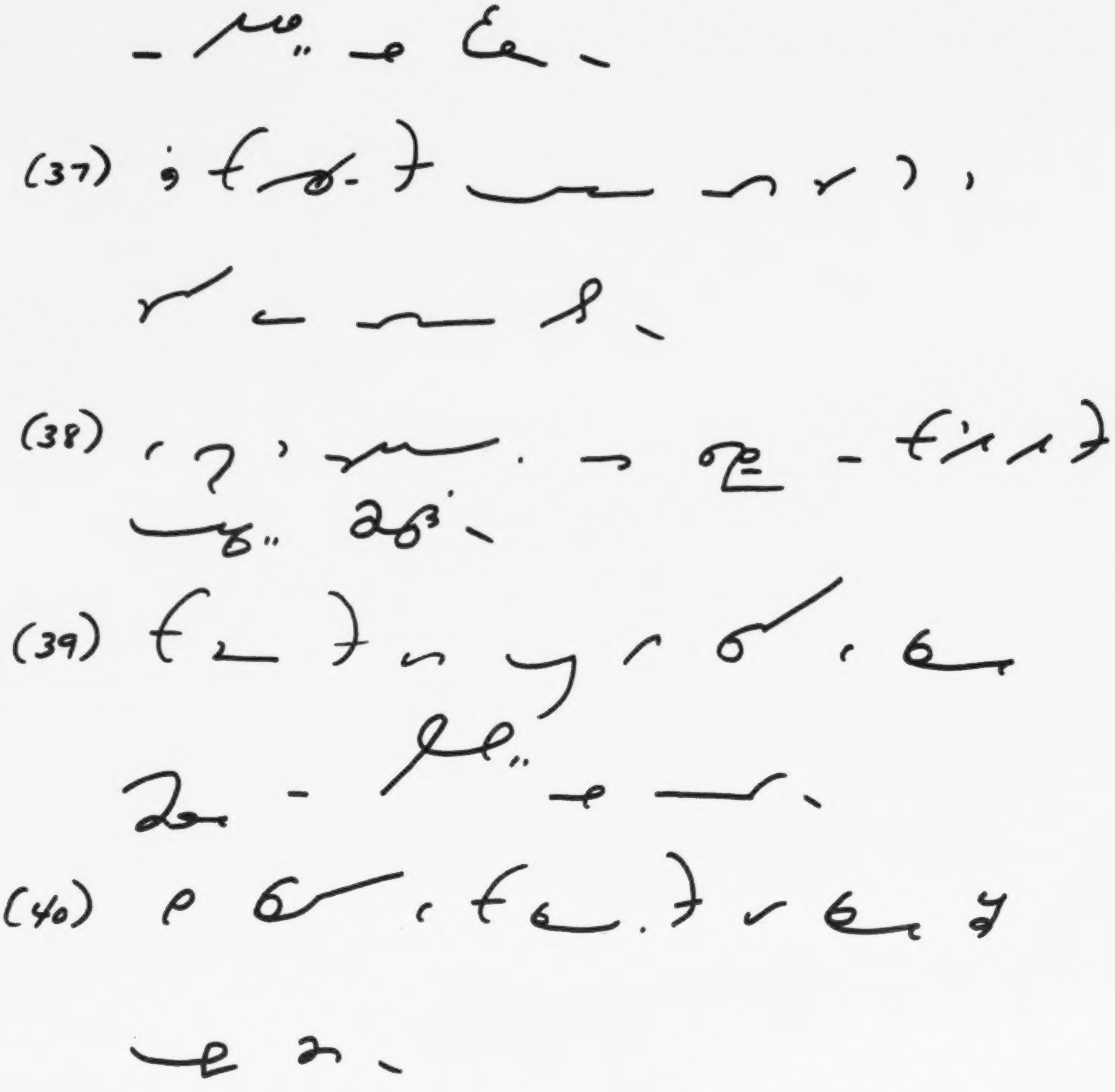
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PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.4 Spelling Families)

PURPOSE: To measure the student's ability to spell words correctly in related groups, or families, that contain the same spelling problem.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Spelling Families by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of fifty words containing the spelling families of ie, ei; ize, ise, yze; cial, tial; for, fore; cal, cle; ious, eous. The student is to spell the words correctly.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a spelling word.

COUNTING ERRORS: Each of the following will be considered one error:

-Incorrectly spelling the dictated word.
-Omitting a word dictated.
-Adding a spelling word not dictated.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.4 SPELLING FAMILIES)

OBJECTIVE:

The teacher will dictate the following list of words containing the spelling families of (ie, ei; ize, ise, yze; cial, tial; for, fore; cal, cle; ious, eous); and the student will be able to spell these words with at least 90 percent accuracy. The student will have five minutes to look over his word list after dictation is completed.

1. achieve
2. foreign
3. belief
4. friend
5. receive
6. chief
7. efficient
8. deceit
9. advertise
10. analyze
11. authorize
12. supervise
13. advise
14. sympathize
15. merchandise
16. specialize
17. essential
18. special
19. residential
20. commercial
21. superficial
22. financial
23. artificial
24. influential
25. substantial
26. official
27. partial
28. forced
29. forgiven
30. forecast
31. foremost
32. foreclose
33. forward
34. forget
35. foresight
36. medical
37. critical
38. miracle
39. article
40. spectacle
41. chemical
42. serious
43. courageous
44. precious
45. gracious
46. advantageous
47. miscellaneous
48. envious
49. tedious
50. courteous

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3 0 RELATED NONSHORTHAND SKILLS (8.3.1.5 Grammar)

PURPOSE: To measure the student's ability to find the most frequent errors made in grammar.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Grammar by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 50 sentences constructed in shorthand. In each sentence the student is to underline the correct word of the two shown in parentheses and write it in longhand.

ADMINISTRATION OF THE POST-TEST. Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to select the correct word of the two shown in parentheses and is to spell the word correctly.

COUNTING ERRORS: Each of the following will be considered one error:

-Underlining and transcribing the wrong word.
-Misspelling the correct word.
-Omitting a word.
-Adding a word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

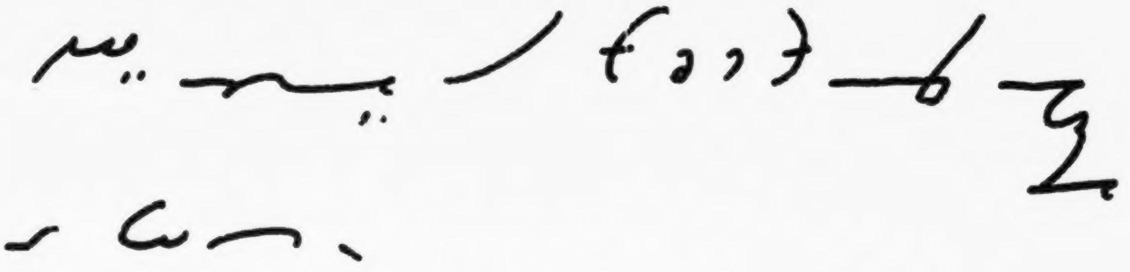
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

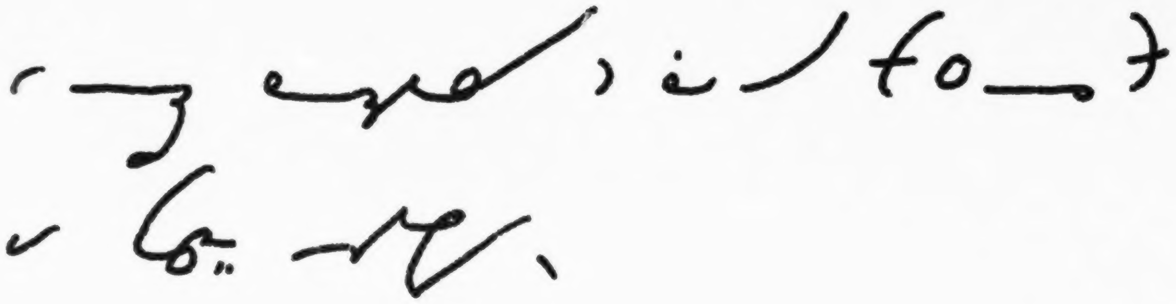
POST-TEST

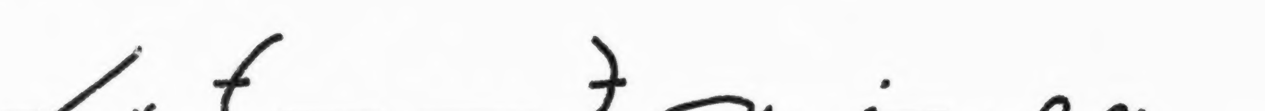
8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.5 GRAMMAR)

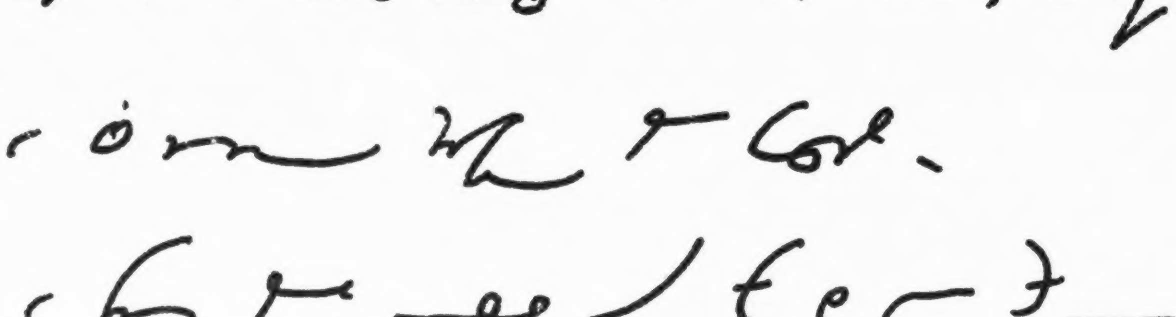
OBJECTIVE:

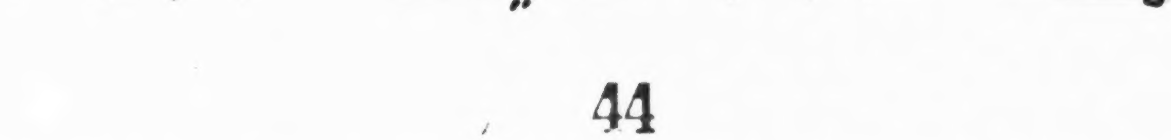
In each of the following sentences, one of the words in parentheses is correct. The student will be able to underscore that word and transcribe it with 90 percent accuracy. The student will have forty-five minutes to complete the test.

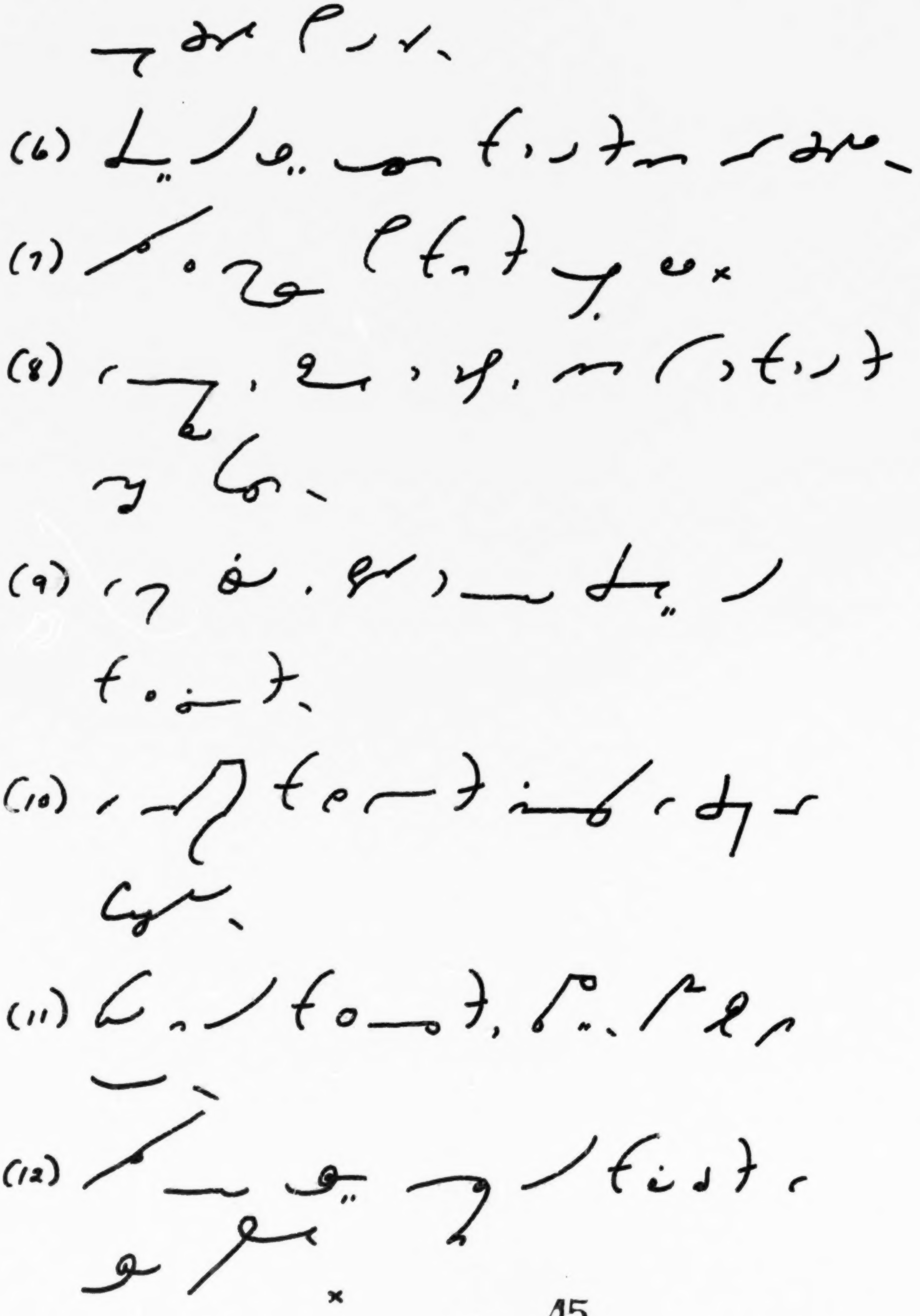
(1) 

(2) 

(3) 

(4) 

(5) 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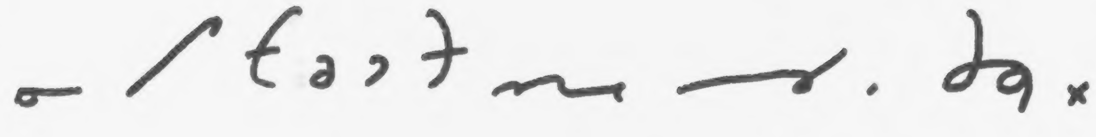

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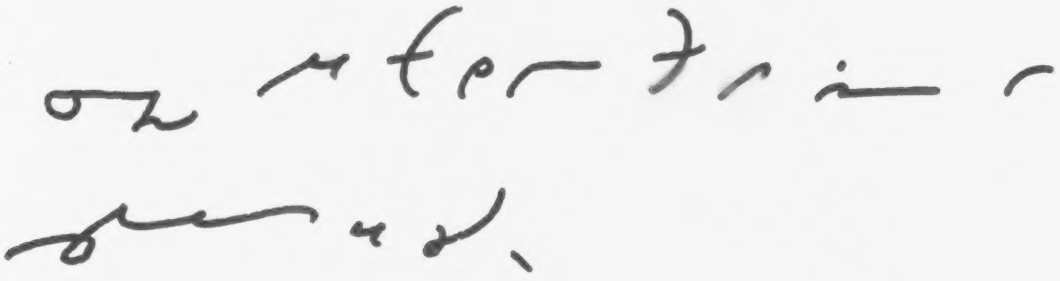

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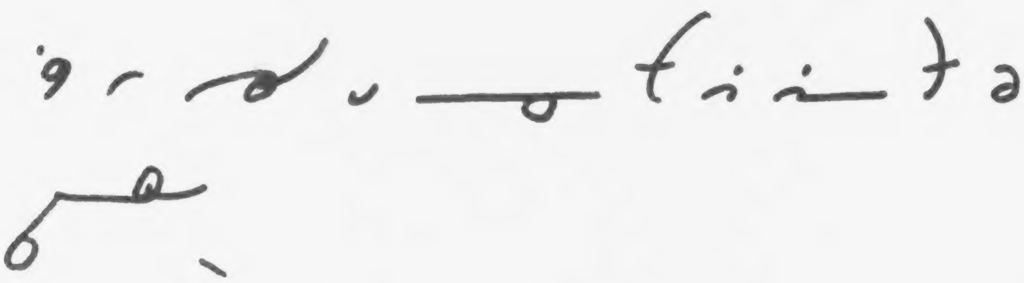

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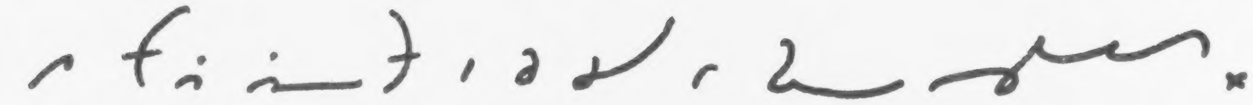

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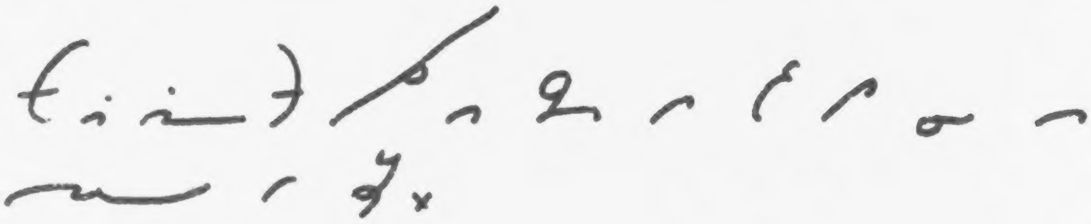

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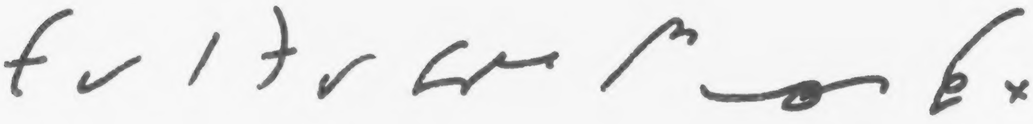

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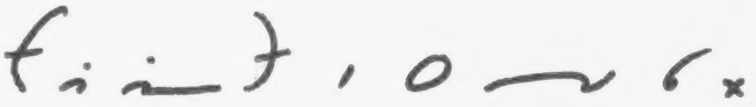

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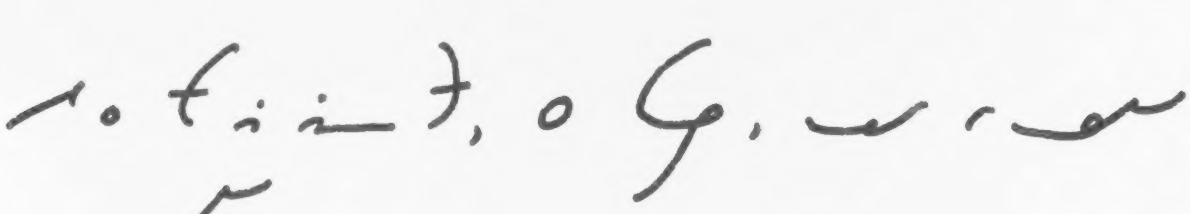

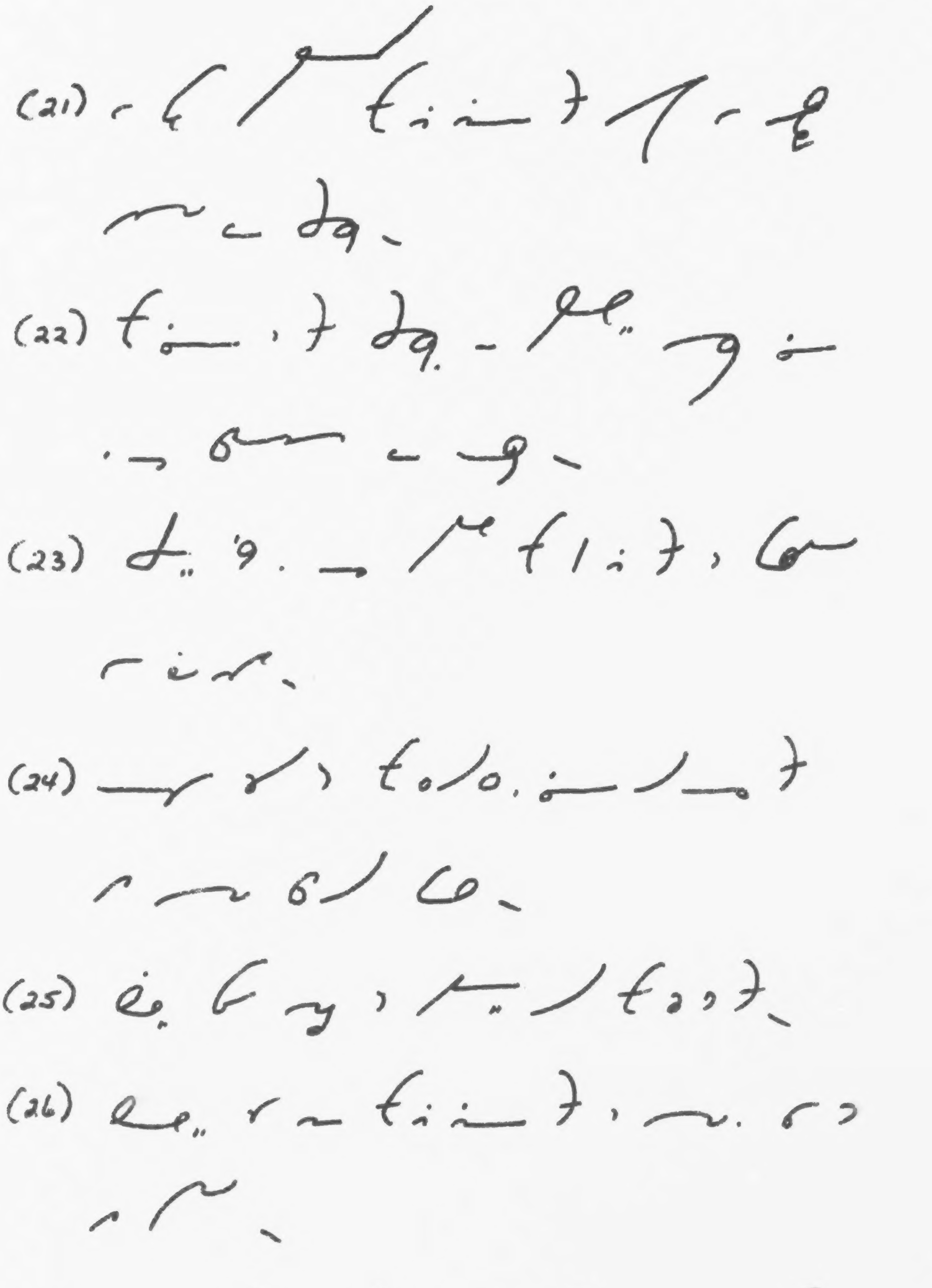
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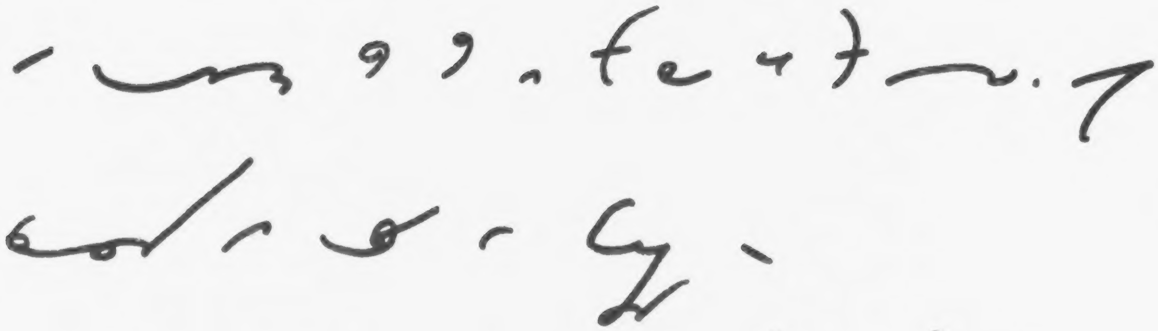

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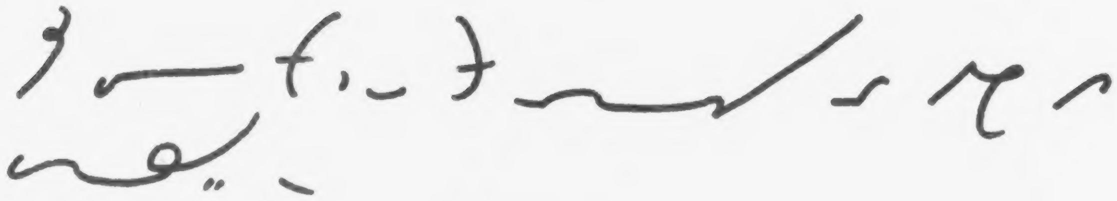

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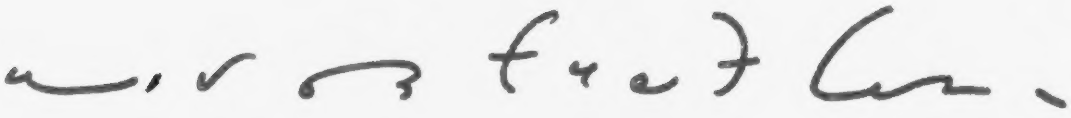

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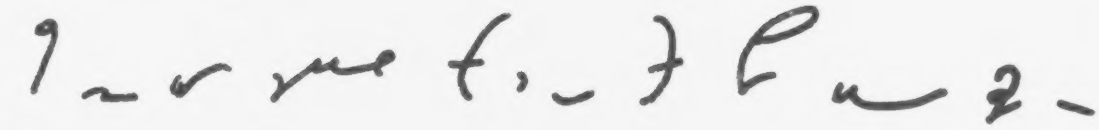

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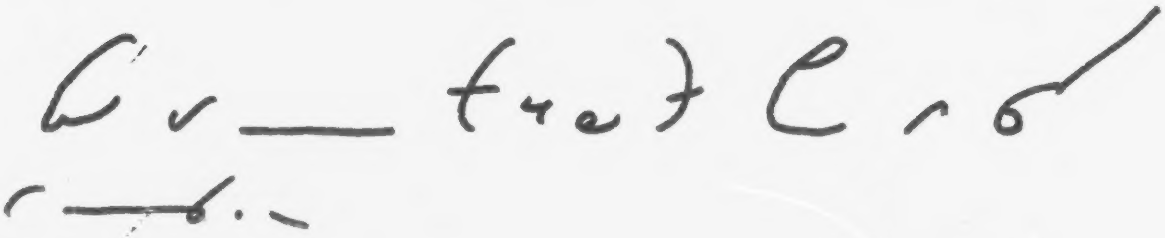

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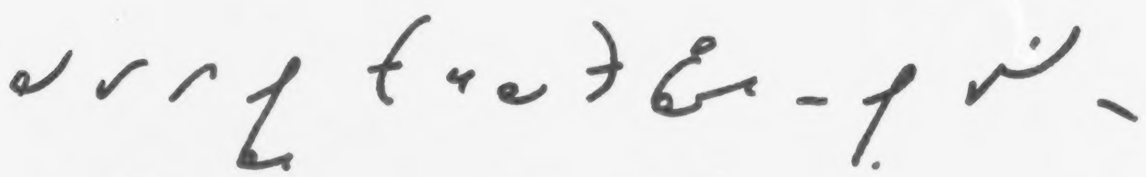

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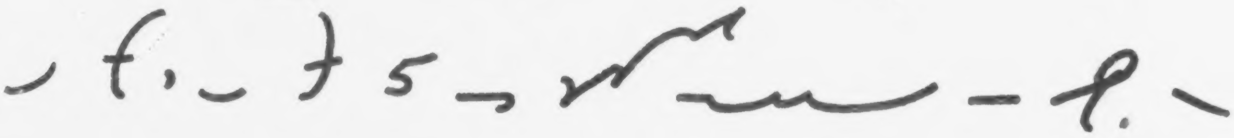

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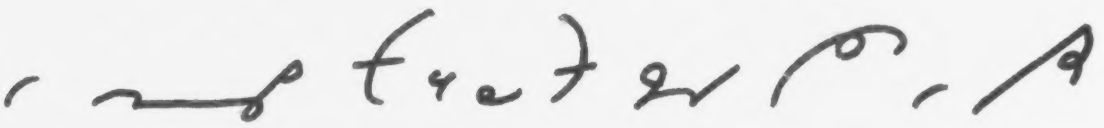

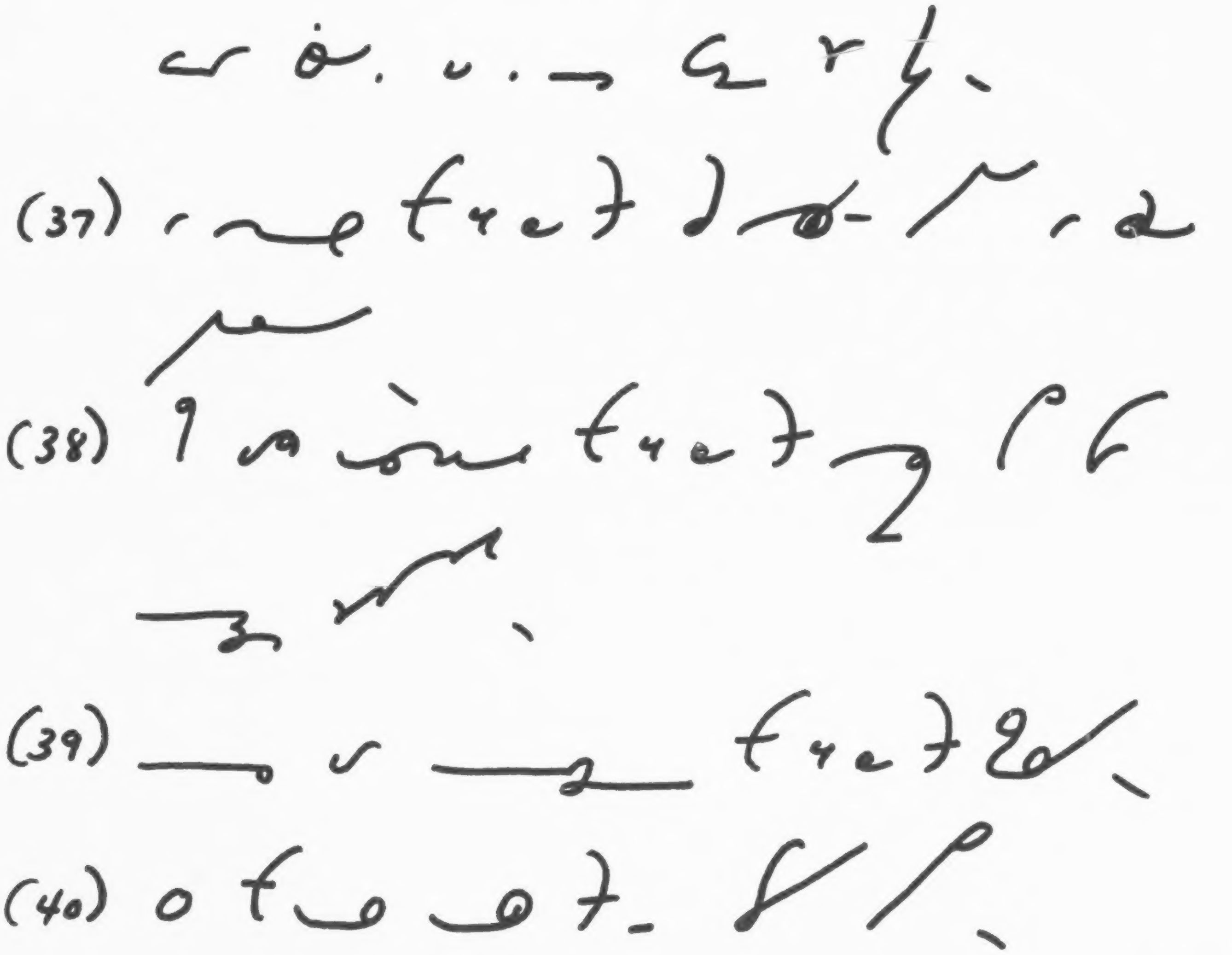
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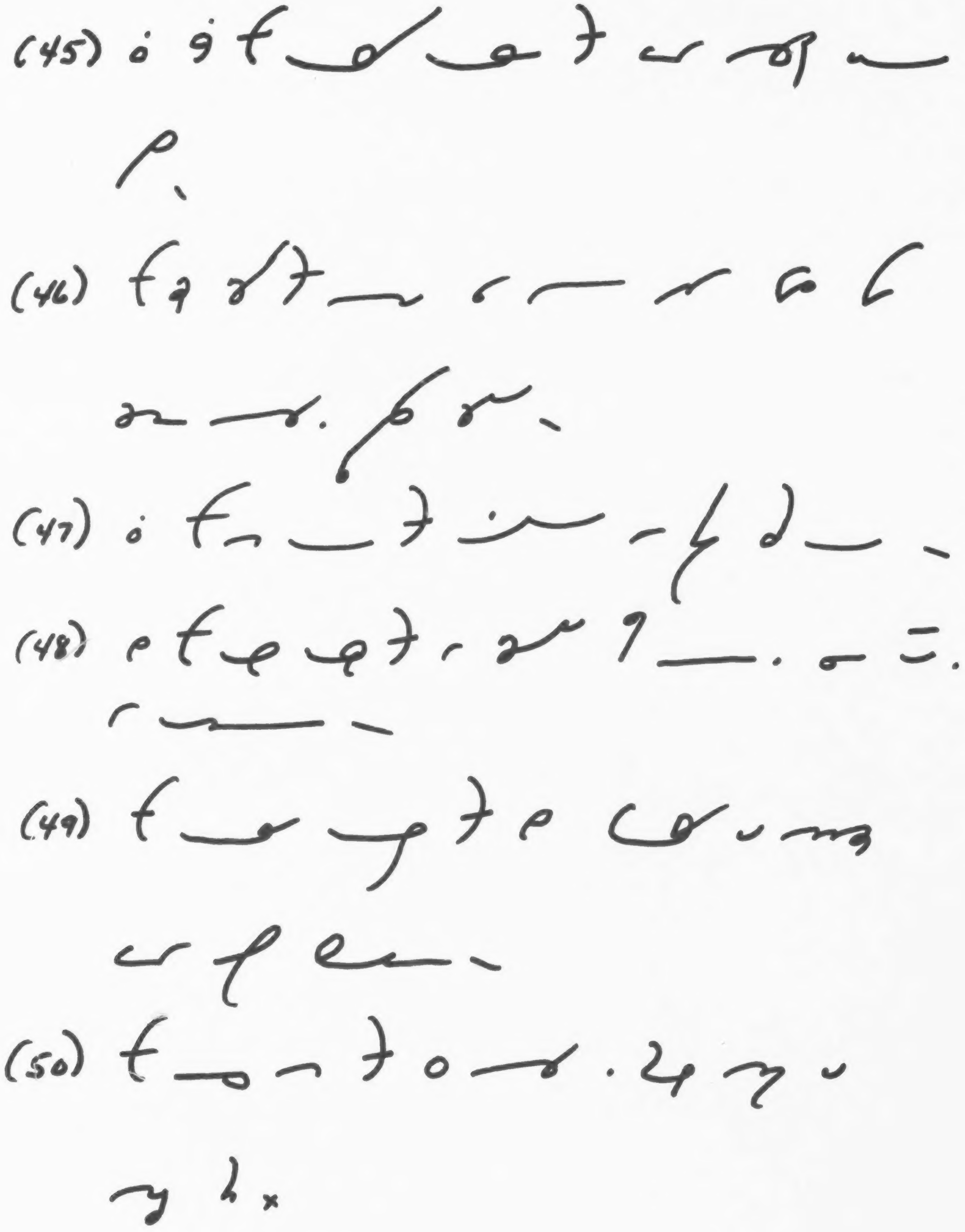
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PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring the Post-Test on Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.6 Typing Studies)

PURPOSE: To measure the student's ability to apply the rules in typing numbers, dates, street addresses, amounts, and other typing styles.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Typing Studies by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST. This test will consist of 50 sentences constructed in shorthand. In each sentence the student is to transcribe the underlined portion according to typing rules.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to transcribe the underlined portion according to typing rules.

COUNTING ERRORS: Each of the following will be considered one error:

-Incorrectly transcribing the underlined portion.
-Incorrectly applying the typing rule.
-Misspelling any of the word in the transcription.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective

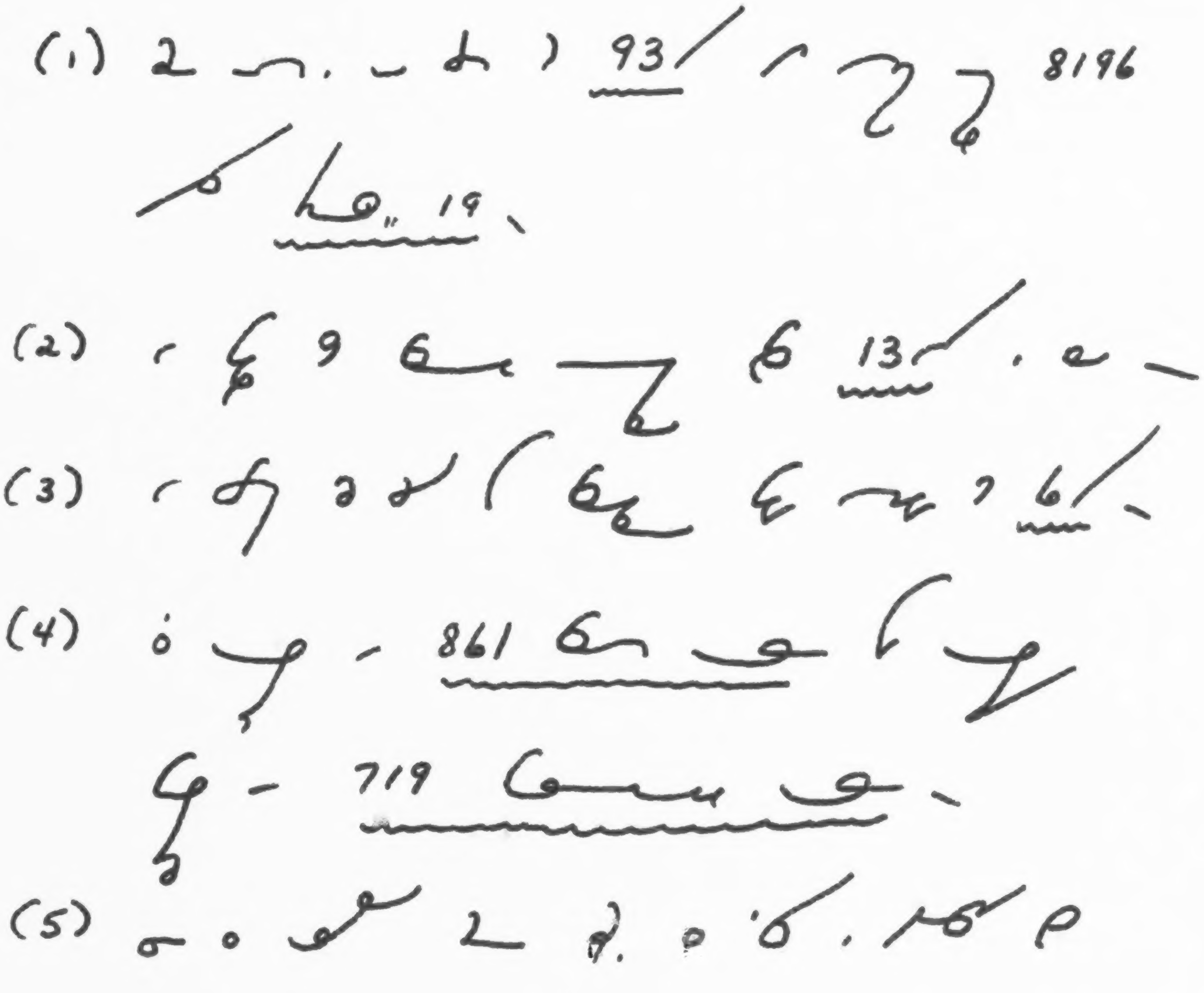
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

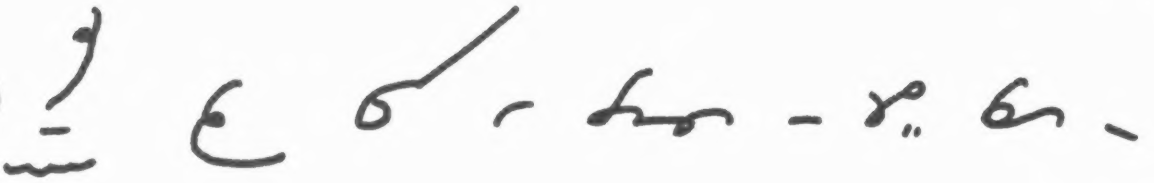
POST-TEST

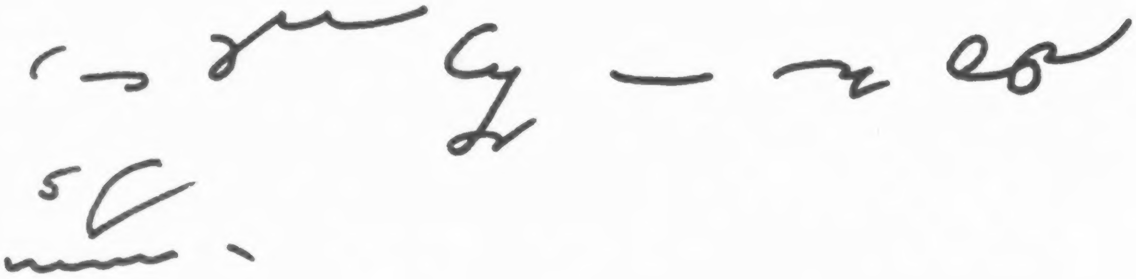
8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.6 TYPING STUDIES)

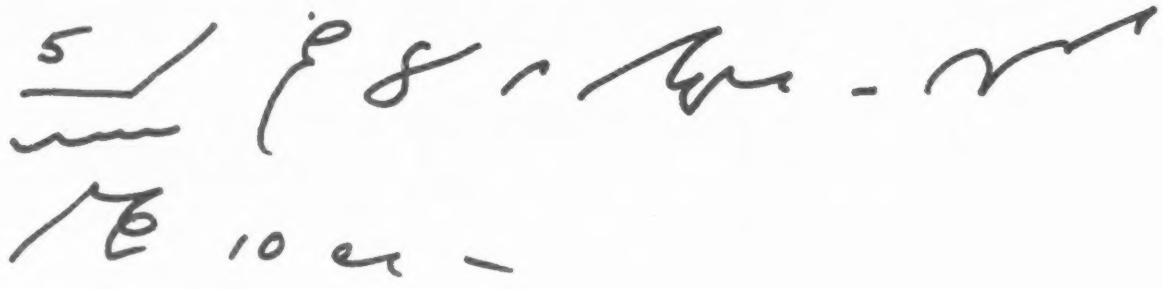
OBJECTIVE:

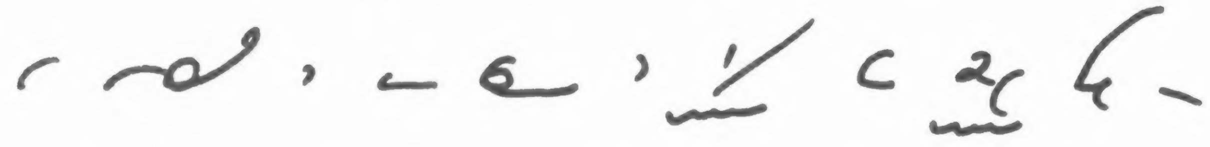
In the following sentences written in shorthand, the student will be able to transcribe each underscored word with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

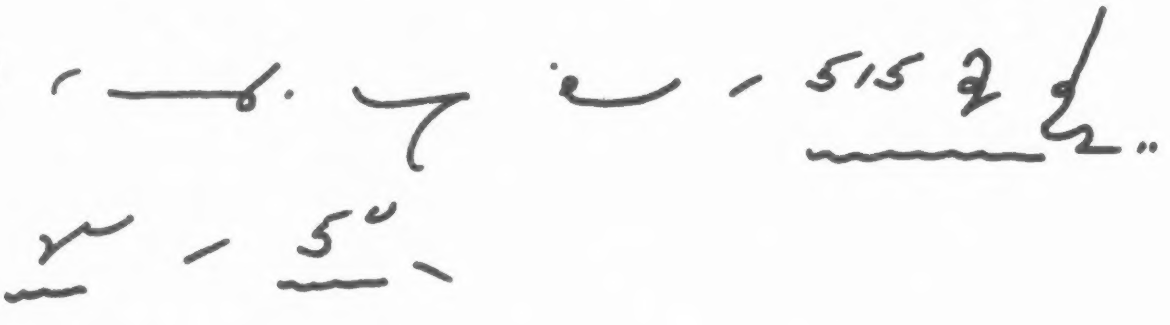


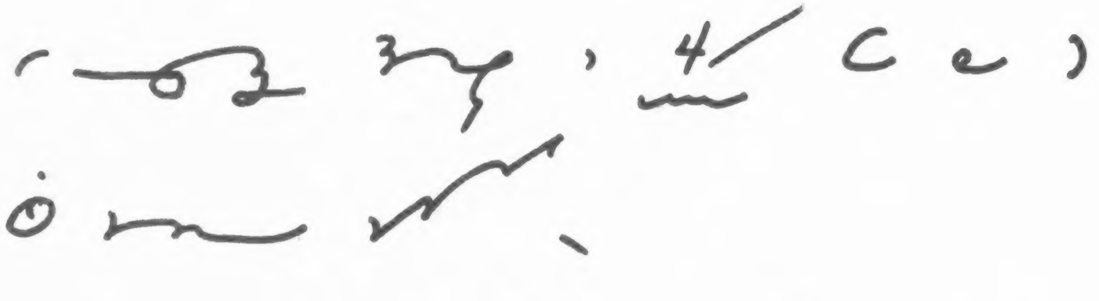
(6) 

(7) 

(8) 

(9) 

(10) 

(11) 

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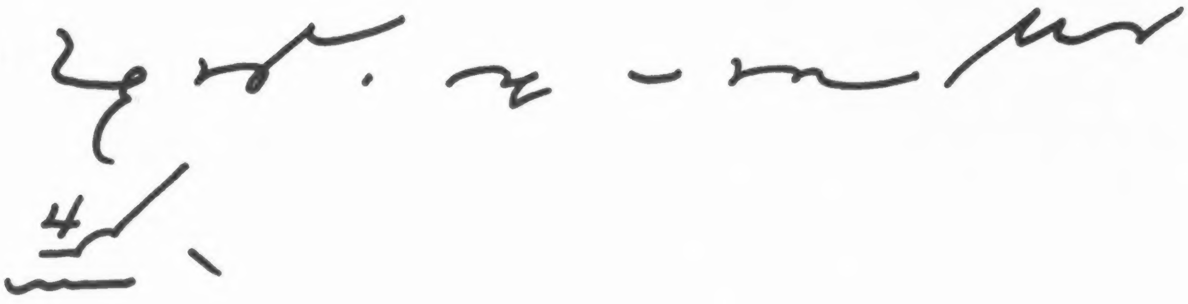
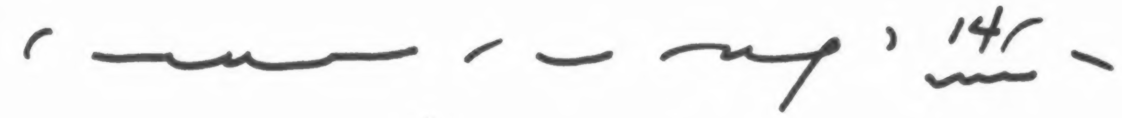
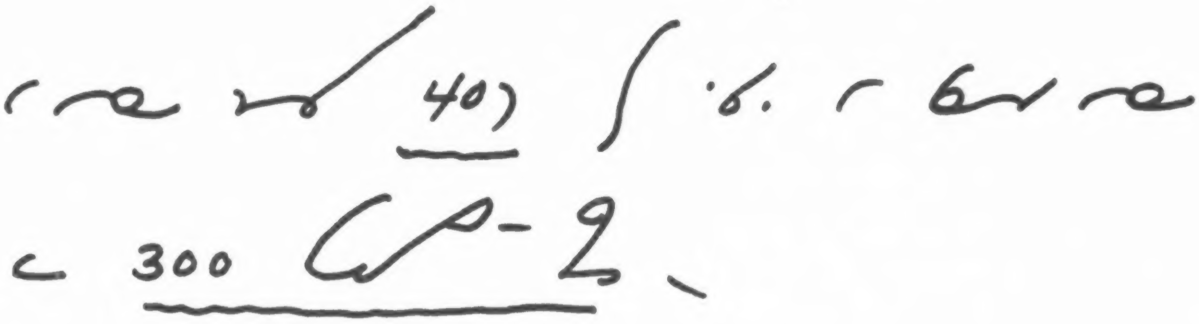
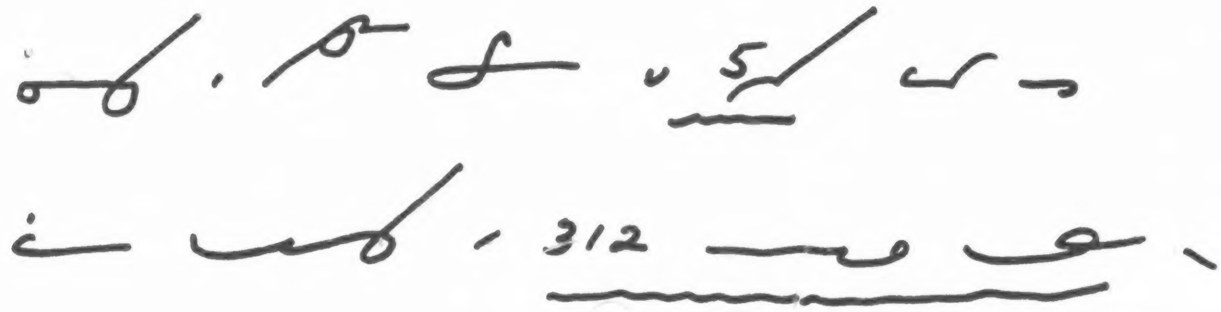
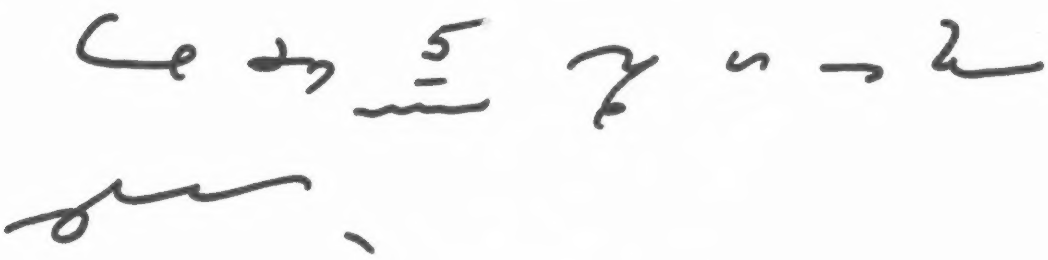
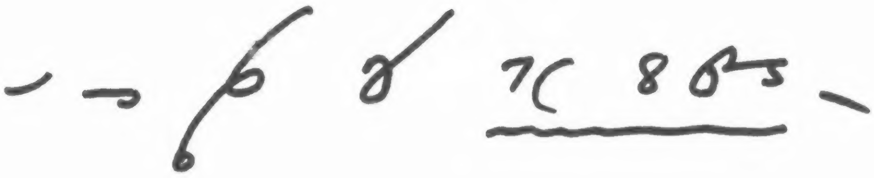
(13) 

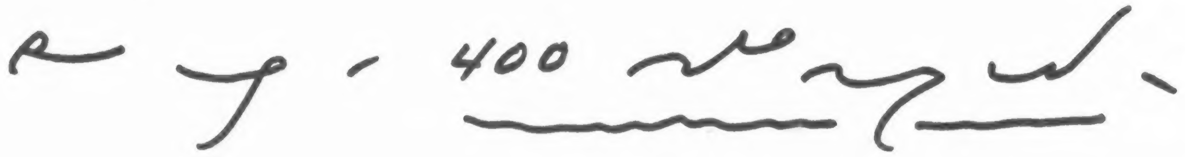
(14) 

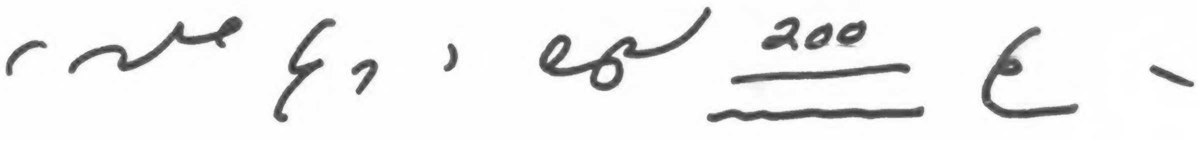
(15) 

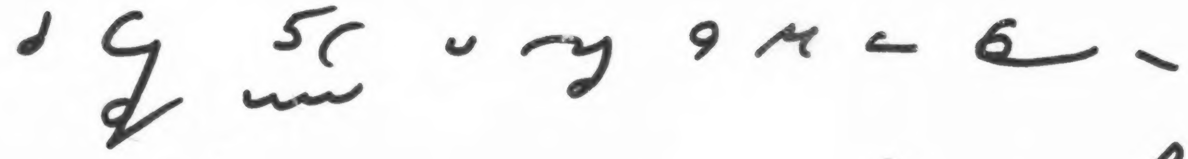
(16) 

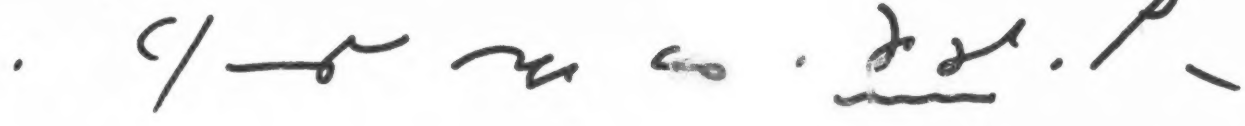
(17) 

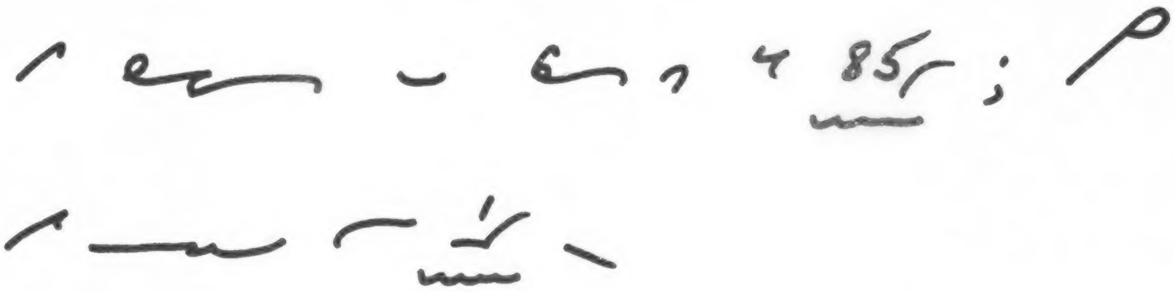
(18) 

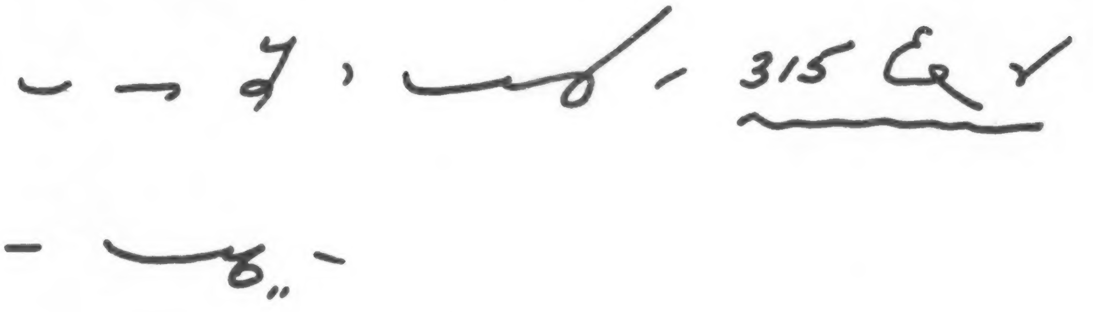
(19) 

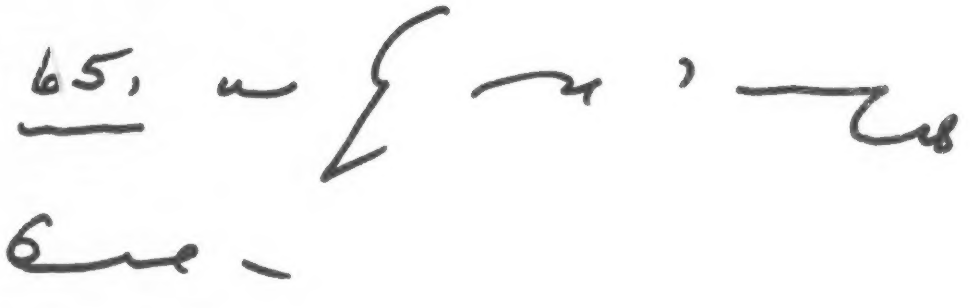
(20) 

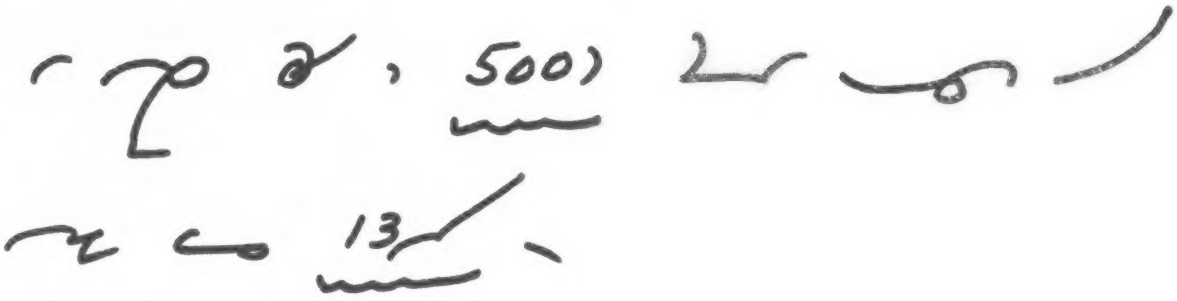
(21) 

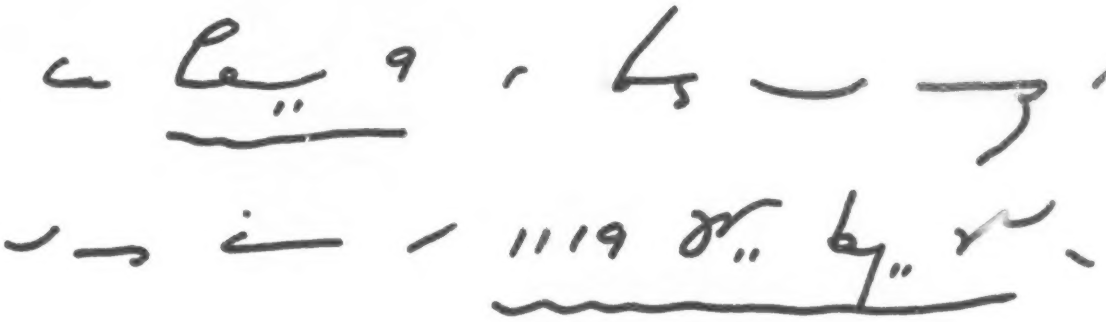
(22) 

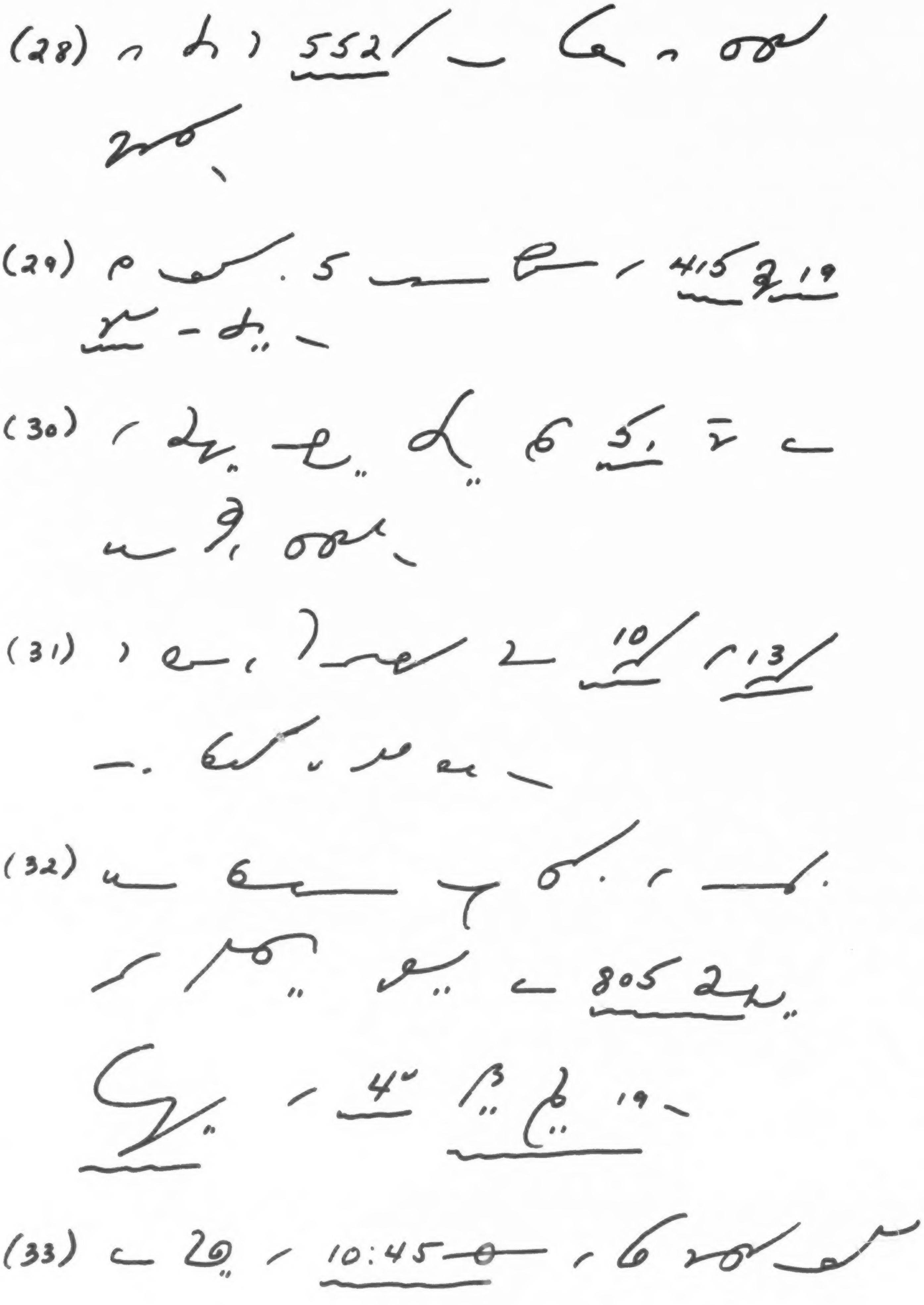
(23) 

(24) 

(25) 

(26) 

(27) 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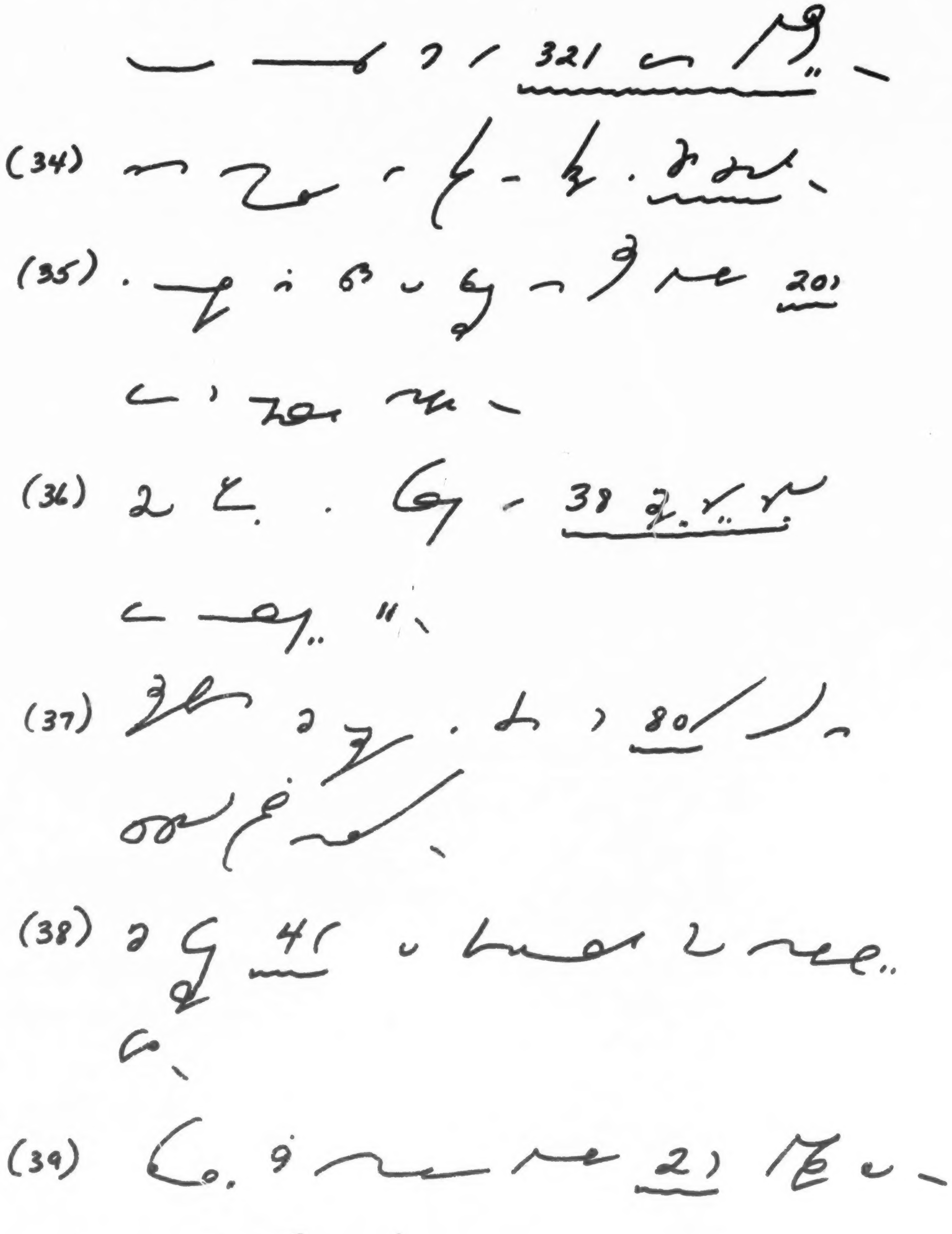
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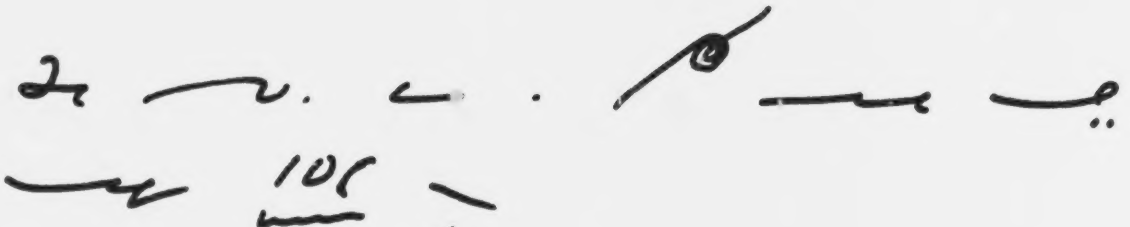
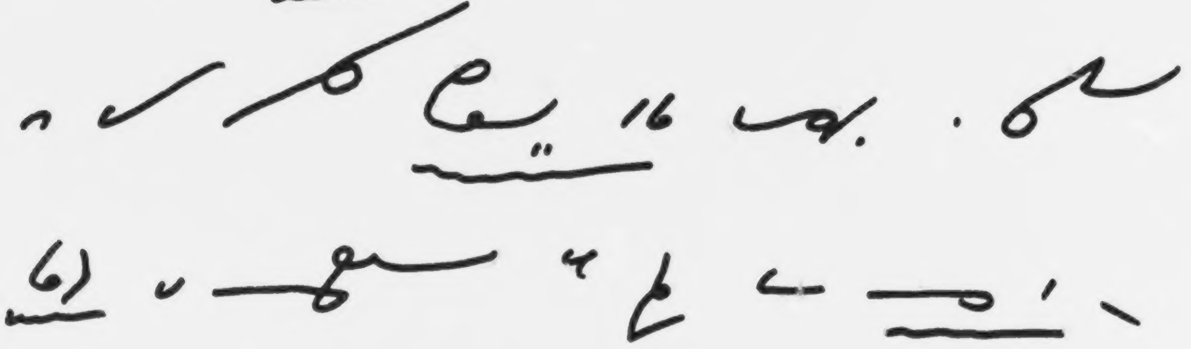
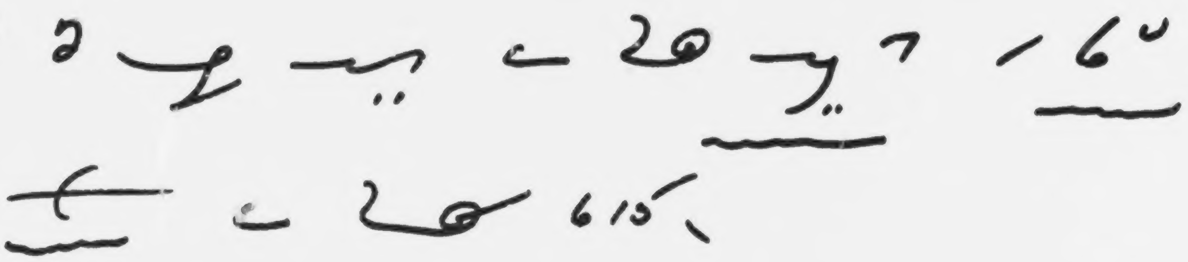
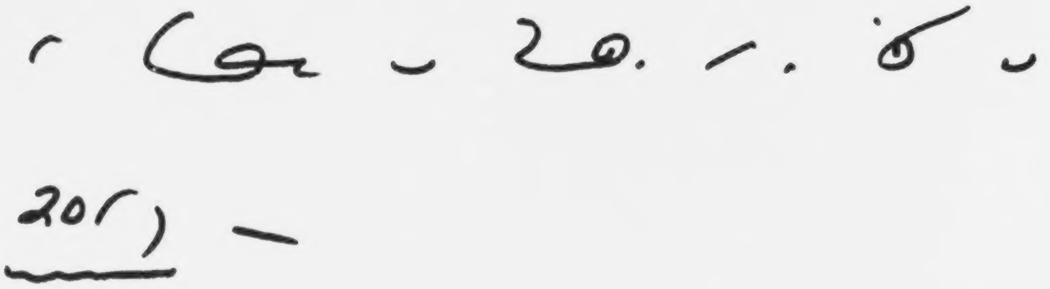
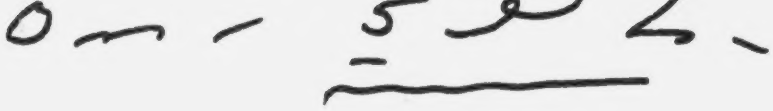
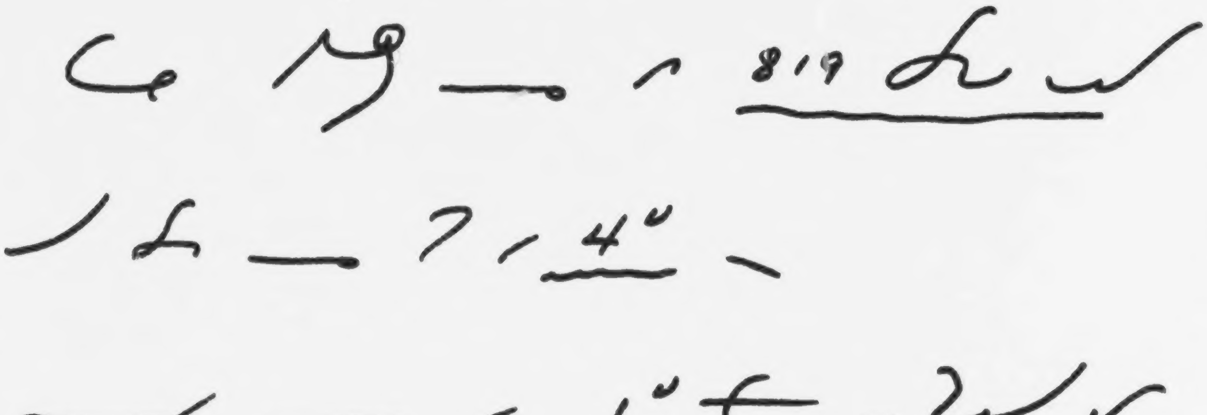
(41) 

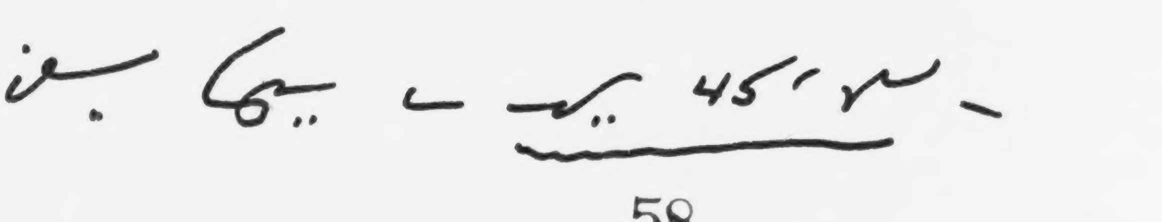
(42) 

(43) 

(44) 

(45) 

(46) 

(47) 

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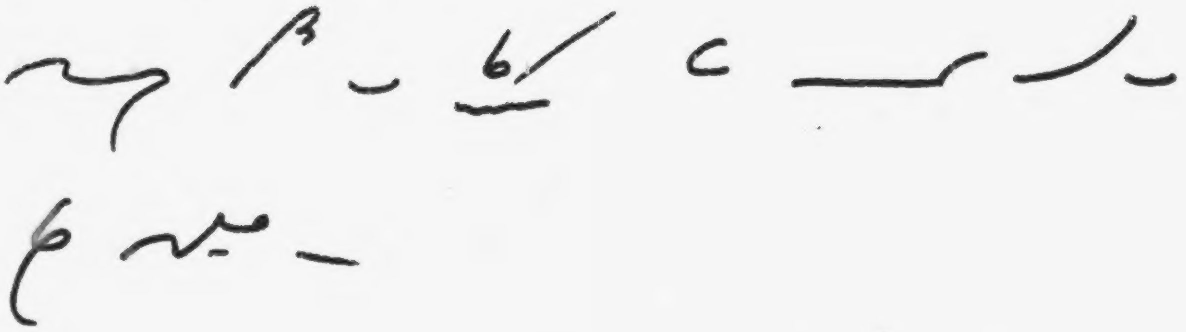

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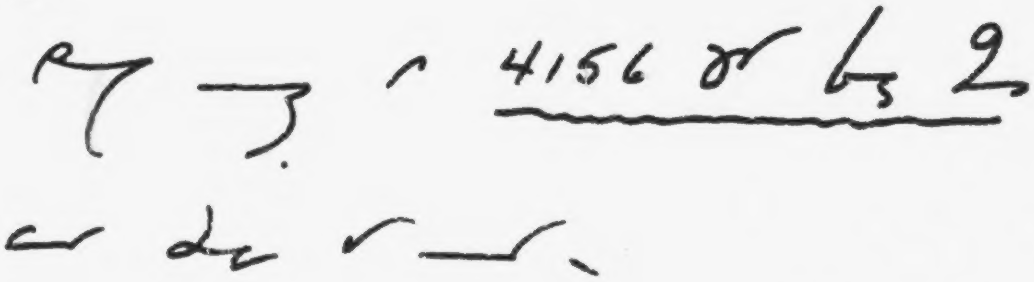

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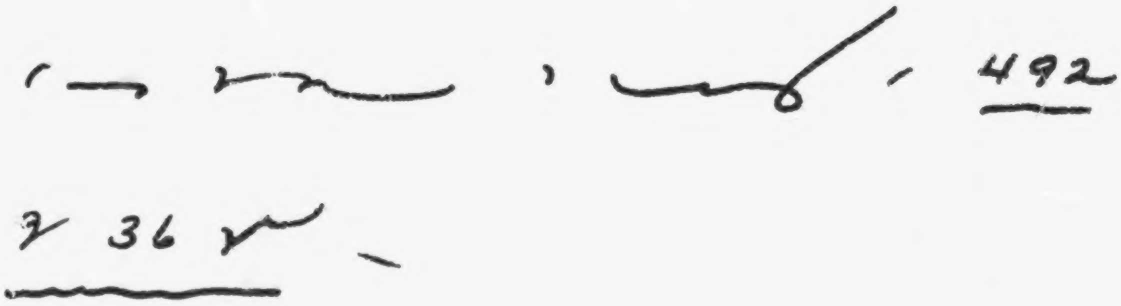

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.7 Context Analysis)

PURPOSE: To measure the student's ability to supply, through context, words that are missing in a transcript.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Context Analysis by reviewing the shorthand plates that he transcribed as part of his homework assignment in Phase 1, and by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of five transcripts of shorthand plates previously studied by the student in which certain words have been omitted. The student is to supply, through context, the missing word.

ADMINISTRATION OF THE POST-TEST: Provide each student with five transcripts of shorthand plates previously studied by the student in which certain words have been omitted.

COUNTING ERRORS: Each of the following will be considered one error:

-Supplying, through context, the incorrect word.
-Adding a word or words.
-Omitting a word or words.
-Misspelling a word.
-Incorrect variation of the correct word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.7 CONTEXT ANALYSIS)

OBJECTIVE:

In each of the following transcripts, the student will be able to supply the missing words through context analysis with at least 90 percent accuracy. The student will have forty-five minutes to complete the five transcripts.

Dear Mrs. Wilson:

It is a pleasure to welcome you as one of our new credit , and we hope that you will have many to use the special that we offer to our credit .

Your card is . This card will make your easy, quick, and convenient. All it needs is your .

Thank you, Mrs. Wilson, for the confidence you have in our by opening an with us.

Sincerely yours,

Dear Mr. Harris:

This is just a to remind you that our special offer of 18 of the News Magazine for $10 will in a few days. This unprecedented is available only by a direct invitation such as this, and it will not be .

Here is a fine for you to start reading the News Magazine, a custom that is shared by more than 250,000 busy, successful . These people on us to keep their business information up to date, to them with a wealth of profitable ideas, and to many of reading .

Your on this special offer can start with the September if you sign and the enclosed card within the next week. Why not avail of this offer.

Cordially yours,

Dear Mr. Mast:

I was exceedingly to learn that you have opened a savings in your neighborhood of the First National Bank. I congratulate you on your to establish a regular program of .

It has been my experience that the majority of new do not realize the extent to which their can be of to them. For that reason, we have prepared a folder that all the classifications or services that might be of to you. A is enclosed.

We look to many opportunities to be of service to you.

Cordially yours,

Gentlemen:

When you your merchandise by United Air Freight, you gain time and also on shipping costs.

A progressive merchant who our service saved 73 on ordinary packing and crating , 88 on insurance fees, and 90 on forwarding fees. With such savings, it is to understand why he never shipped by sea if he can doing so.

We shall be glad to make an objective comparison for you between the of shipping your particular of goods by air and the of shipping by . After you have gone over this ,you will have the complete before you when you make a decision.

Yours very truly,

Dear Mr. Tingley:

Do you want people to when you speak? Do you want people to purchase your ? Do you want an in salary? Whatever you want from life, you can get it if you will those things that influence people to act.

During the past 10 , Mr. Frank H. Brown, one of the country's most salesmen, has been able to convince thousands of to act. When he writes a sales , people sit and write orders.

How has he been able to do these ? You can learn his by reading his "How To Convince People," which appeared two or three ago.

Let us send you a on approval.

Very truly yours,

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.8 Sentence Completion)

PURPOSE: To measure the student's ability to read shorthand plates and to identify words that are missing in the transcript.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Sentence Completion by studying and reviewing the transcription quiz letters in the Skill Building Section of the textbook, lessons 57 through 69.

THE POST-TEST: This test will consist of five transcripts of transcription quiz letters (lessons 57 through 69), from which parts of sentences have been omitted. With the help of the shorthand in the text, the student is to supply the missing words in longhand.

ADMINISTRATION OF THE POST-TEST: Provide each student with five transcripts of Transcription Quiz Letters from lessons 57 through 69 of the textbook in which parts of some sentences have been omitted.

COUNTING ERRORS: Each of the following will be considered one error:

-Adding a word or words.
-Omitting a word or words.
-Misspelling a word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.8 SENTENCE COMPLETION)

OBJECTIVE:

In the following transcripts of letters from Part III of the textbook, parts of some sentences have been omitted. With the help of the shorthand plates in the text, the student will be able to fill in the missing words with at least 90 percent accuracy. The student will have forty-five minutes to complete the five transcripts.

Letter 502

Dear Mr. Lord:

As you requested we sent you yesterday _____ _____ _____ _____ _____. You should receive it shortly.

_____ _____ _____ _____ _____ _____ _____ this catalogue helpful, Mr. Lord, _____ _____ _____ _____ you need _____ _____ and for your family.

Our popular _____ _____ _____ is described in an _____ _____ _____ _____ _____ _____ _____. We shall be glad to have you take advantage of this plan. It enables you to order _____ _____ _____ _____ but make payment out of income _____ _____ _____ _____ _____.

Whenever _____ _____ _____ _____ _____ service to you, please let us know.

Very truly yours,

Letter 515

Mr. Green:

The past year was a very successful one for our organization, and I feel _____ _____ _____ _____ _____ _____ _____. You and the people in your department have played a _____ _____ _____ _____ _____, and improving service to our customers.

We must, of course, _____ _____ _____ in the days ahead. I have complete _____ _____ _____ _____ and your staff will meet them _____ _____ _____ _____ _____ _____, way that you met this year's problems.

Please _____ _____ _____ to all the members of your staff.

James H. Brown

Letter 527

To all Department Heads _____ _____:

When _____ _____ _____ _____ _____ of an employee from one city to another the company will pay the cost of _____ _____ _____ _____ _____ _____ _____ from his former residence to _____ _____ _____ _____. The company will, _____ _____ _____ _____ _____ _____ _____ as hotels and meals.

The company will pay all _____ _____ _____ _____ _____ _____ _____ the employee's furniture and household _____.

This new _____ _____ _____ _____ _____ that no employee shall suffer a _____ _____ _____ _____ _____ of being transferred in the best interests of the company.

John H. Jones

Letter 541

Dear Mr. Temple:

We are happy to be able to give you a very _____ _____ _____ Fenton Products, one of the leading manufacturing companies of Trenton.

This company has been _____ _____ _____ _____ _____ _____ _____ _____ them a valuable account. Our experience with them has been _____ _____ and at no time have they failed to make payment on _____ _____ _____.

The latest financial report in our files, dated May 31, of this year, ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______.

The men who run Fenton Products are ______ ______ ______ ______ ______. We regard them highly.

Yours very truly,

Letter 580

Dear Mr. Green:

I wish ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ letters it has been my pleasure to read in my ______ ______ ______. My sincere congratulations.

______ ______ ______ ______ that we do a lot of counting around here. I've ______ ______ ______ and they're right where they should be and operating --every one of them. What I want to count now is more important to me. ______ ______ ______ ______ ______ you as a friend of this hotel.

Twenty-five thousand dollars' worth of our ______ ______ ______ ______ ______ ______ by our "absent-minded" guests who like our ______ ______ ______ ______ ______ ______ ______. So it goes. We are ______ ______ ______ ______ ______ you were ______ ______ ______ ______ ______ ______ ______ mistake.

Yours very truly,

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3 0 RELATED NONSHORTHAND SKILLS (8.3.1.9 Common Word Roots)

PURPOSE: To measure the student's ability to define words with common roots when written in shorthand.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Common Word Roots by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 50 words written in shorthand. The student is to transcribe the word, underline, and define the common word roots.

ADMINISTRATION OF THE POST-TEST. Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a word on the test.

COUNTING ERRORS. Each of the following will be considered an error:

-Transcribing the incorrect word (1 point).
-Identifying the incorrect word root (1/2 point).
-Incorrectly defining the common word root (1/2 point).
-Misspelling any of the words (1 point).

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.9 COMMON WORD ROOTS)

OBJECTIVE:

In the following group of words written in shorthand, the student will be able to transcribe and define the word with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

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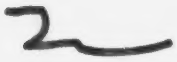

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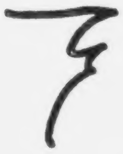

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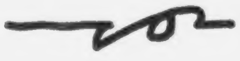

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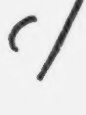

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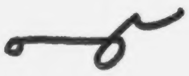

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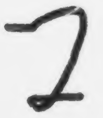

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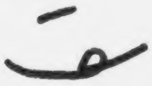

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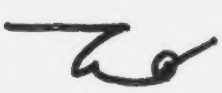

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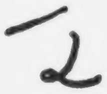

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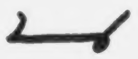

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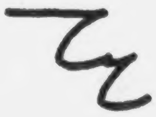

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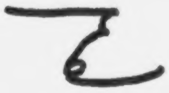

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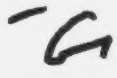

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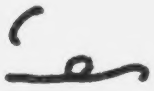

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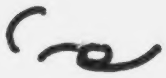

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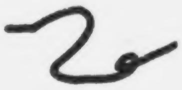
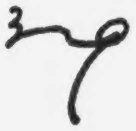
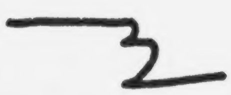
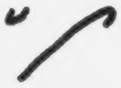
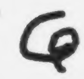
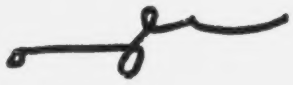


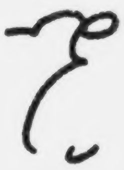
(17) 

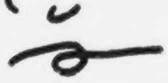
(18) 

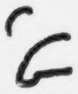
(19) 

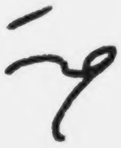
(20) 

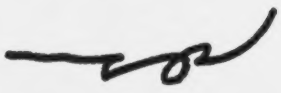
(21) 

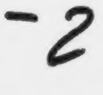
(22) 

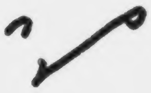
(23) 

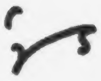
(24) 

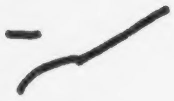
(25) 

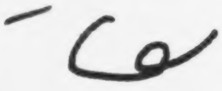
(26) 

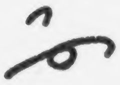
(27) 

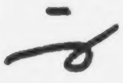
(28) 

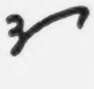
(29) 

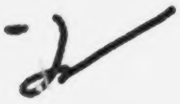
(30) 

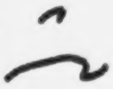
(31) 

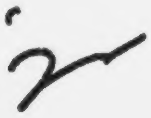
(32) 

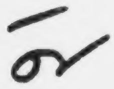
(33) 

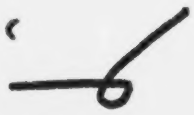
(34) 

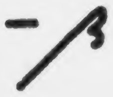
(35) 

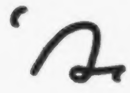
(36) 

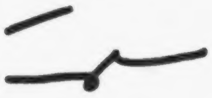
(37) 

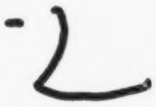
(38) 

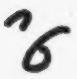
(39) 

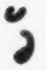
(40) 

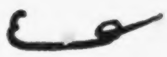
(41) 

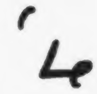
(42) 

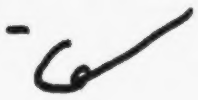
(43) 

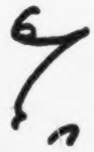
(44) 

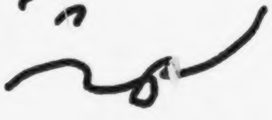
(45) 

(46) 

(47) 

(48) 

(49) 

(50) 

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.10 Punctuation and Spelling)

PURPOSE: To measure the student's ability to identify punctuation and spelling problems which he may encounter in transcribing his shorthand notes.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Punctuation and Spelling by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 50 sentences constructed in shorthand. In each sentence the student is to indicate the correct punctuation and to spell the words indicated correctly.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to correctly punctuate the sentence and correctly spell the words indicated.

COUNTING ERRORS: Each of the following will be considered one error:

- Incorrectly punctuating the sentence.
- Misspelling the word or words indicated.
- Adding or omitting punctuation.
- Adding or omitting a spelling word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

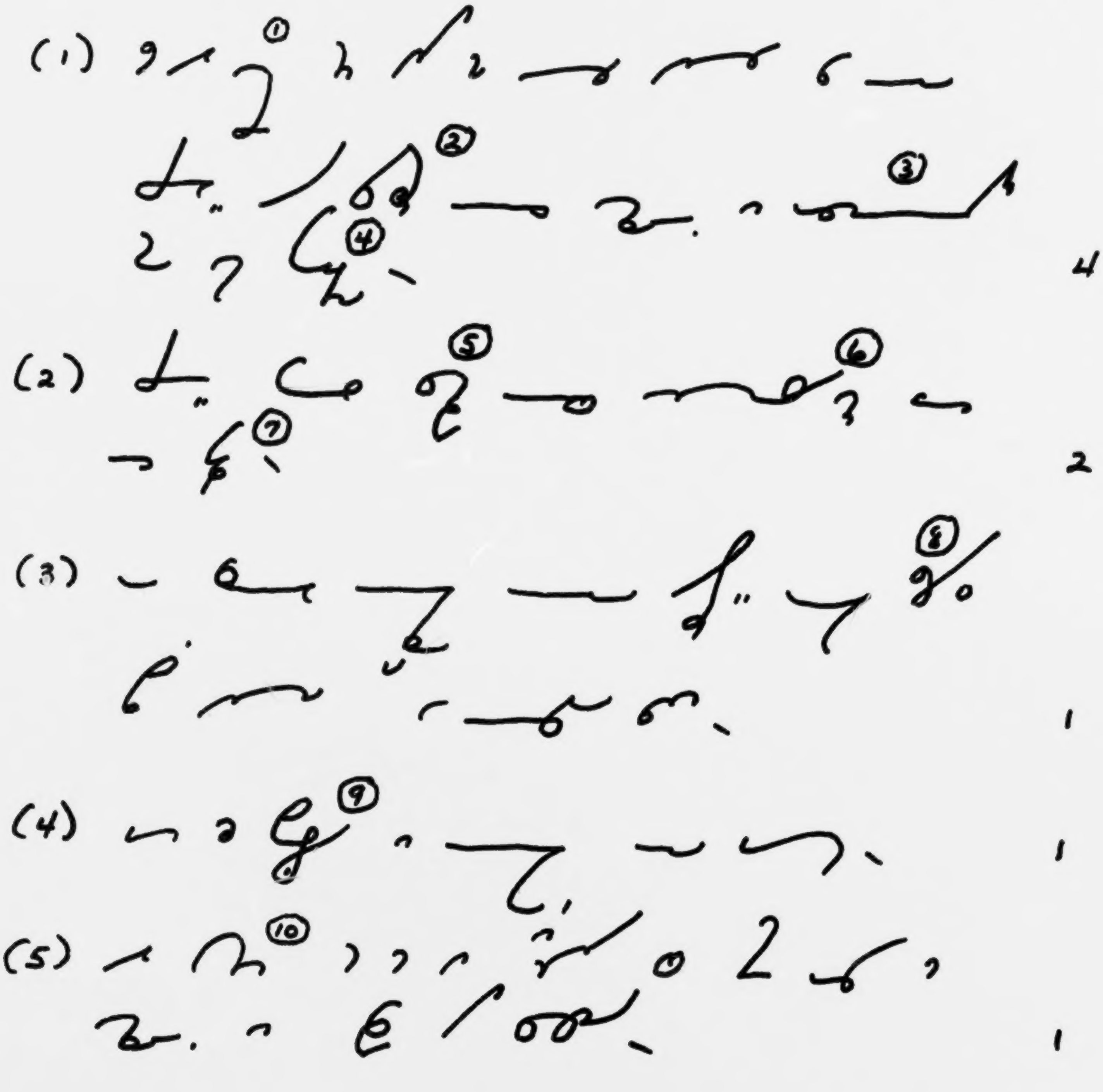
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

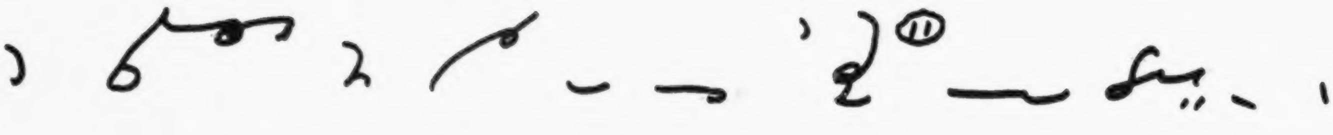
POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.10 PUNCTUATION AND SPELLING)

OBJECTIVE:

The student will be able to punctuate the following sentences written in shorthand and will be able to write in longhand the spelling words indicated with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.



(6) 

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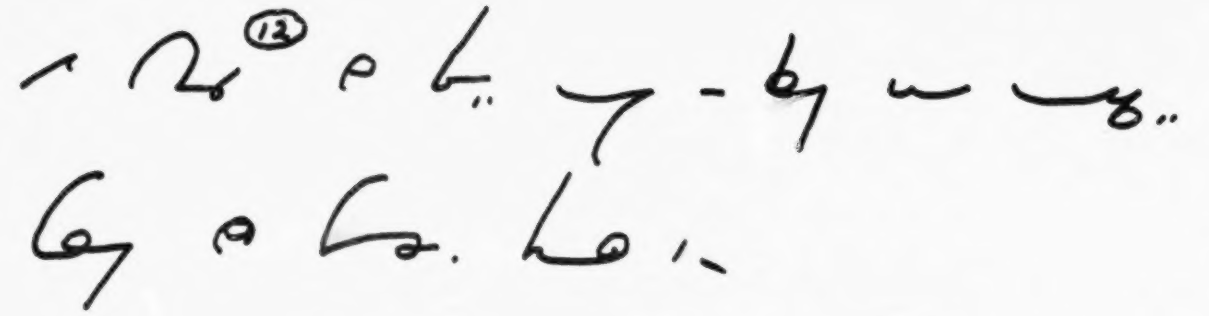
(7) 

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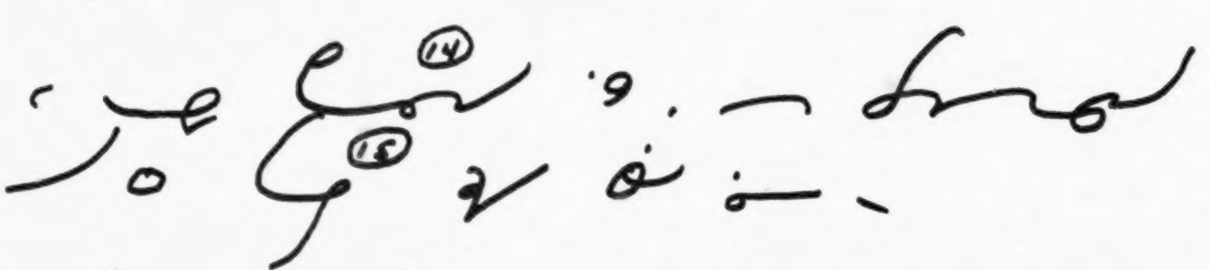
(8) 

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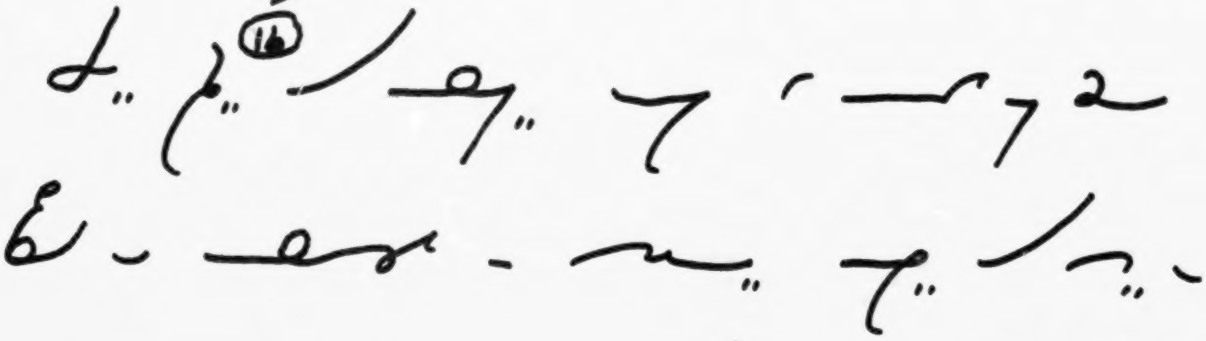
(9) 

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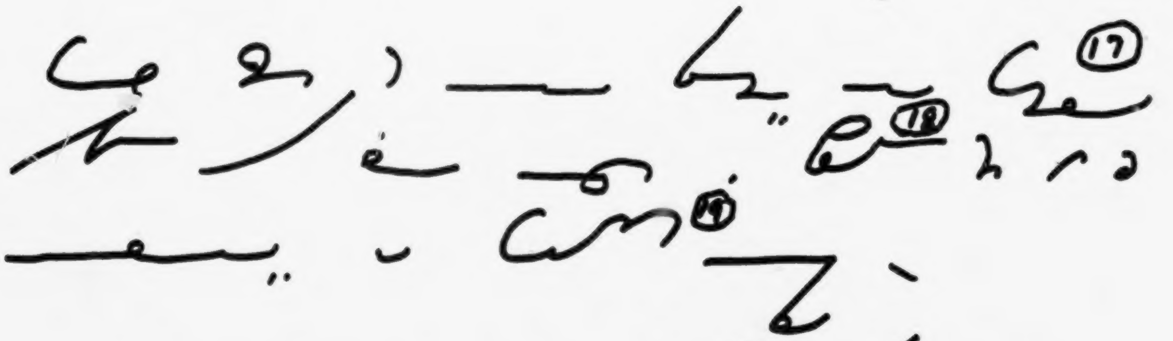
(10) 

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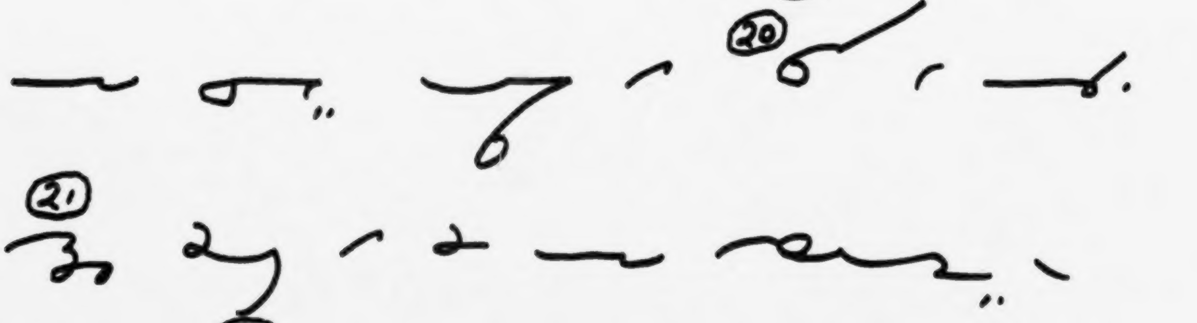
(11) 

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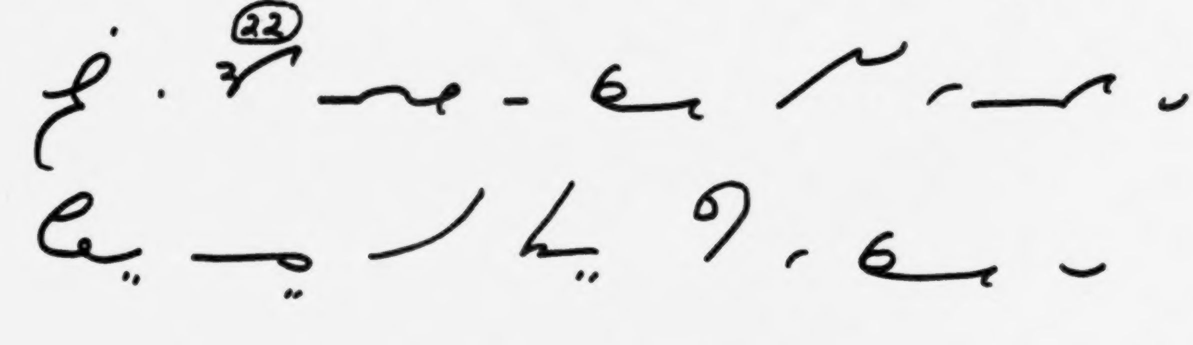
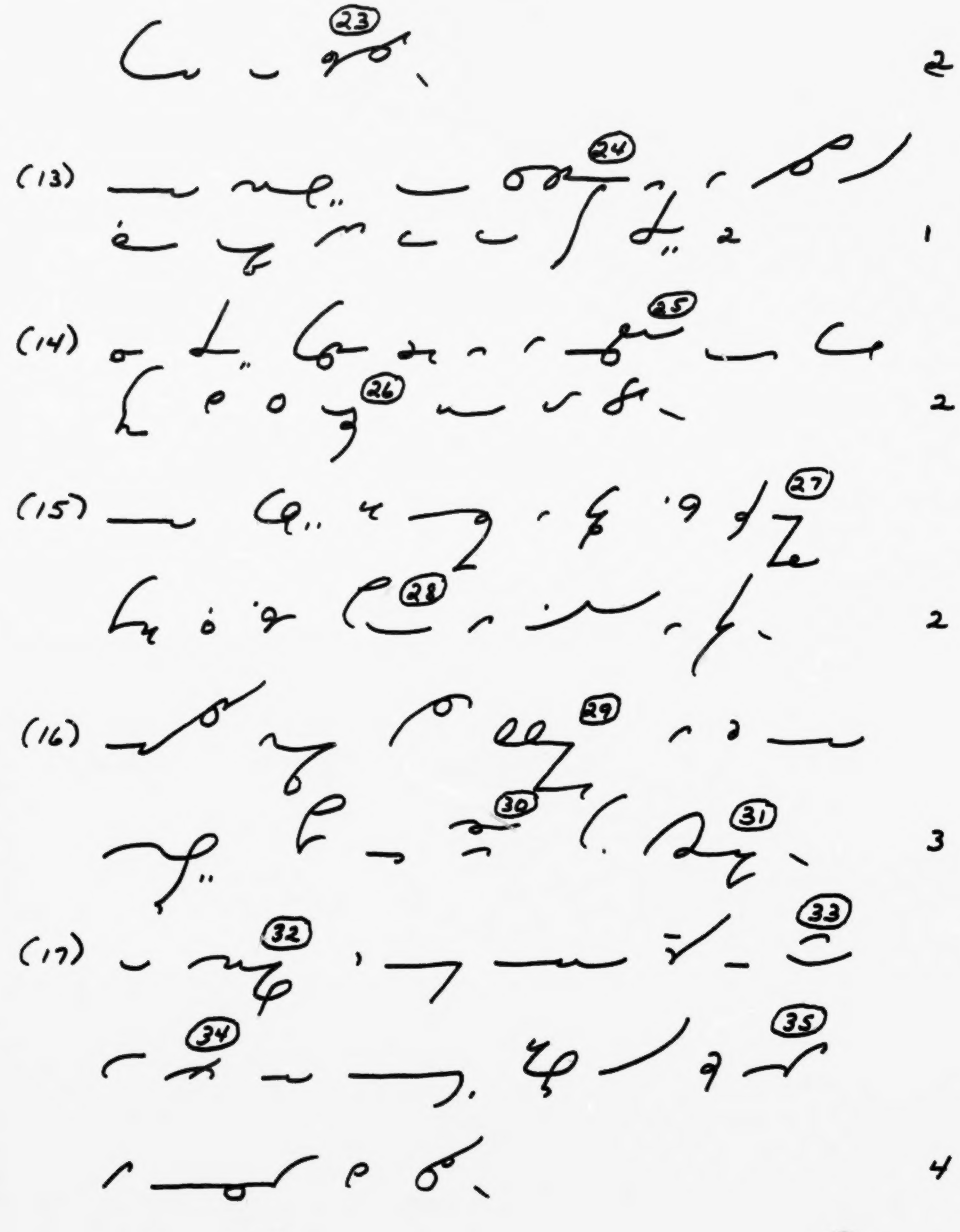
(12) 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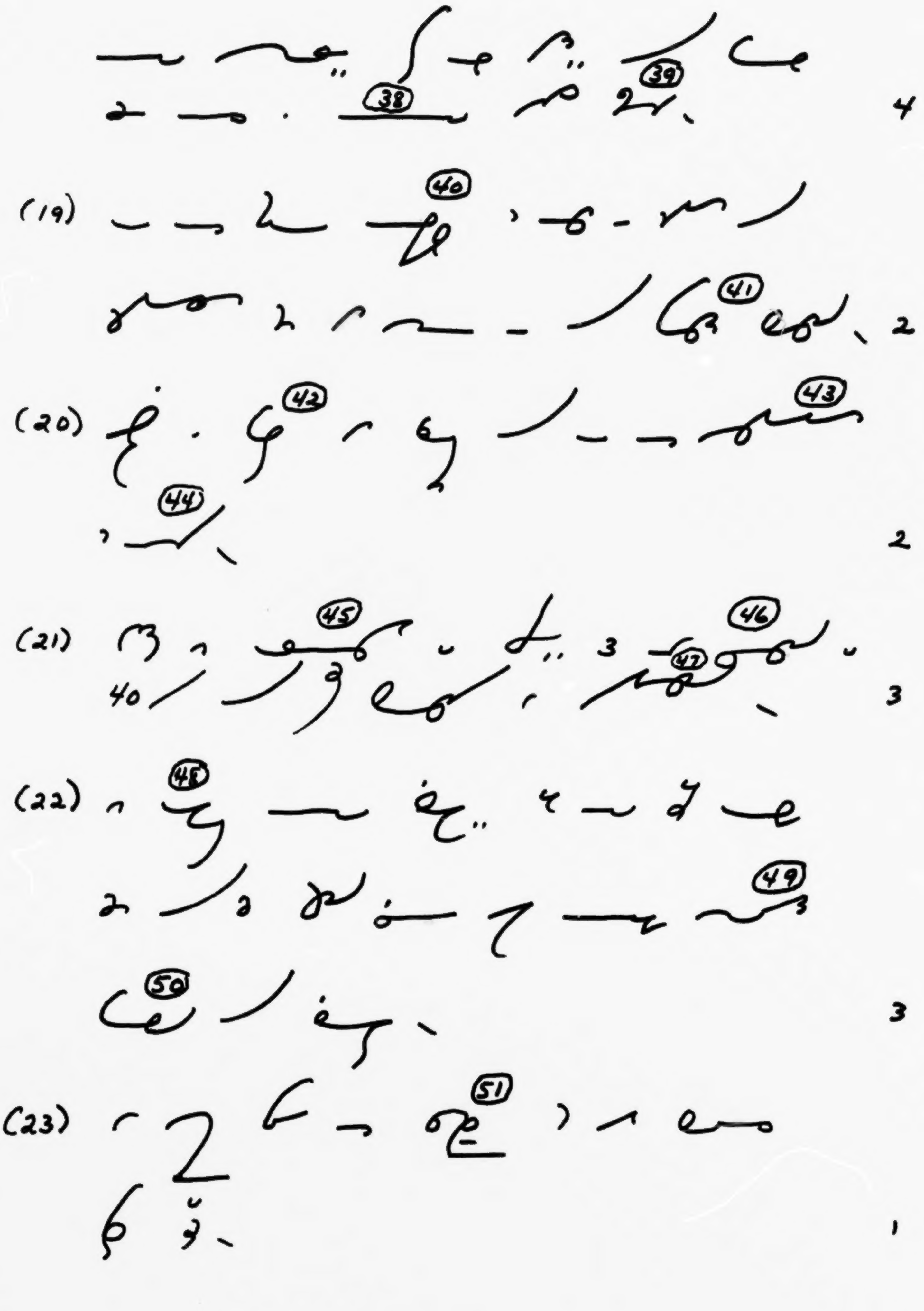

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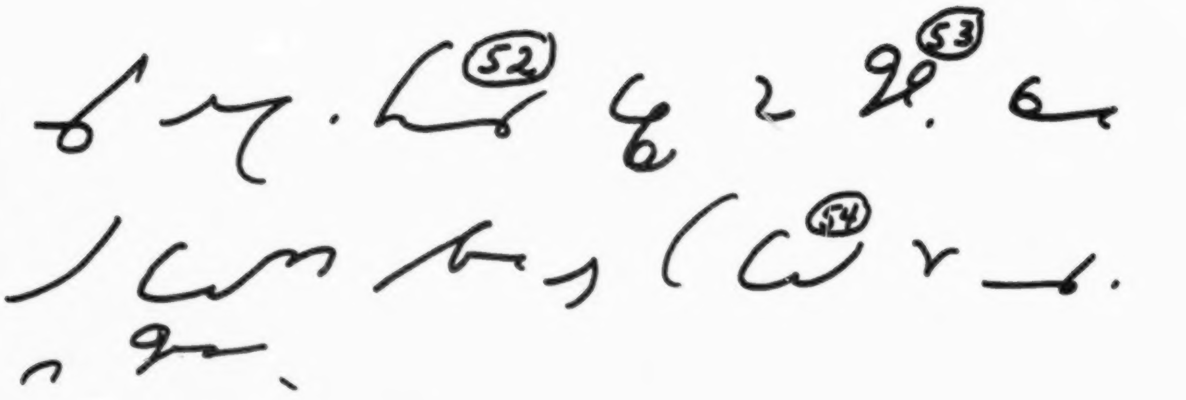

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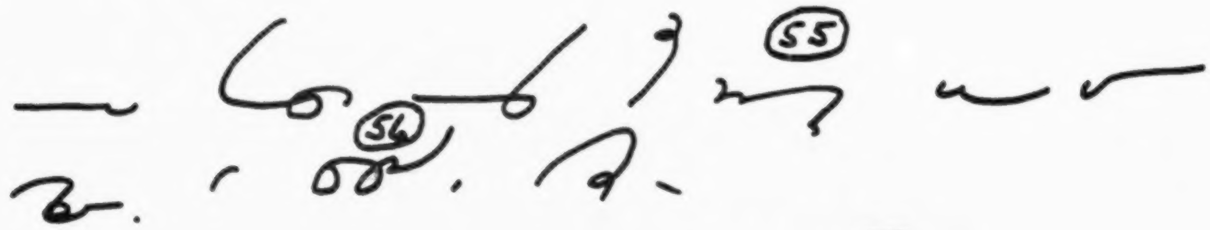

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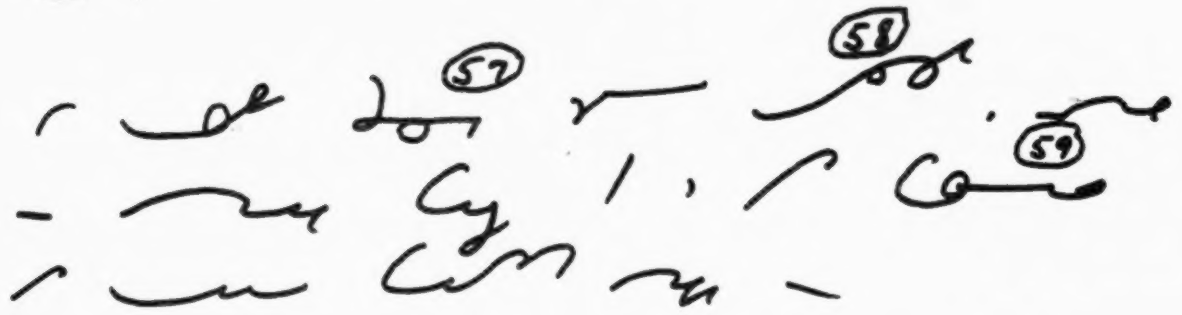

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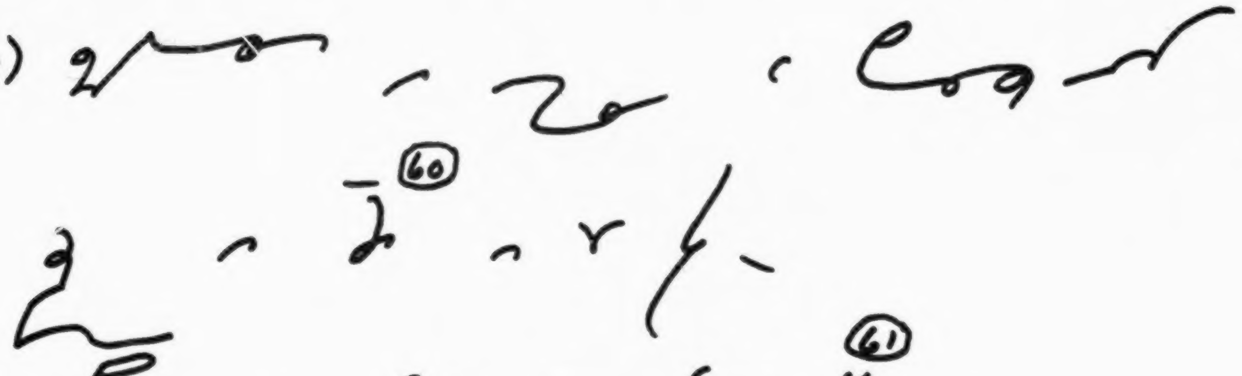

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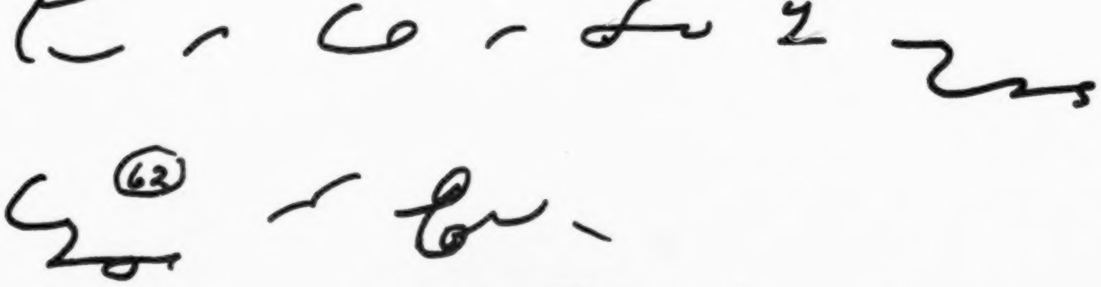

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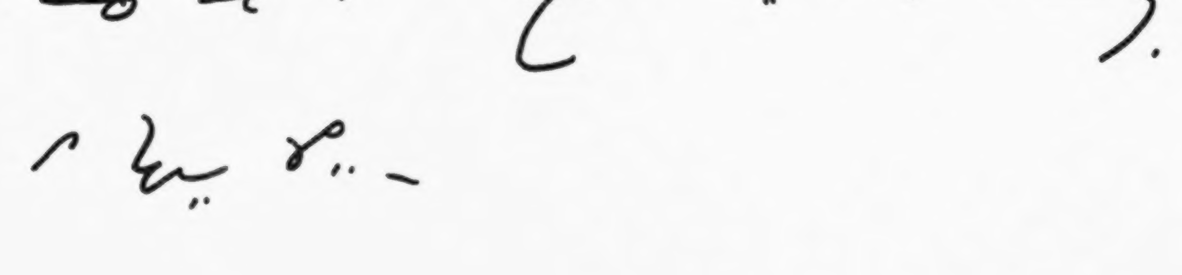

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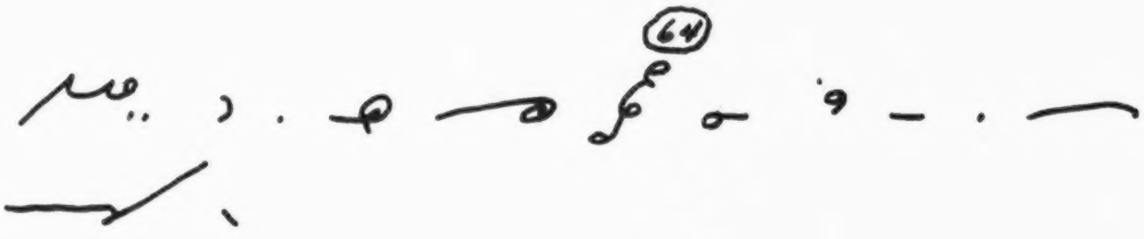

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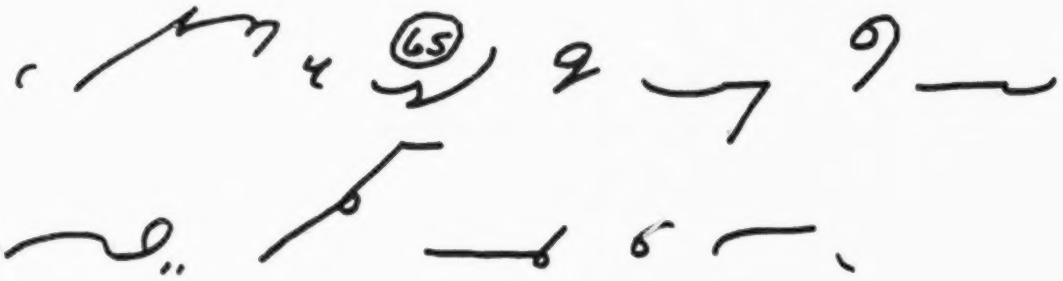

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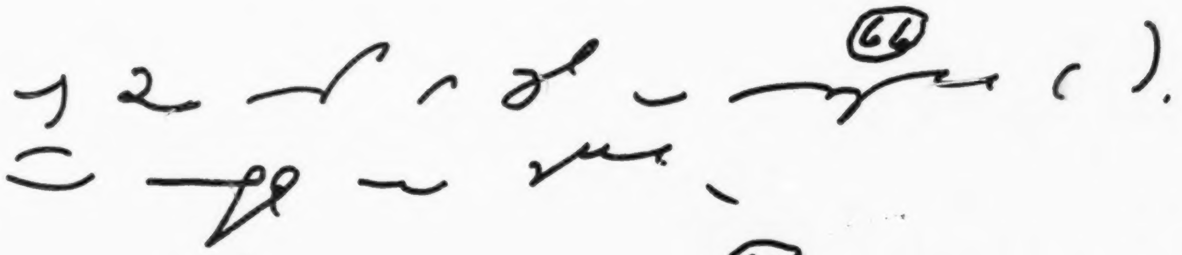

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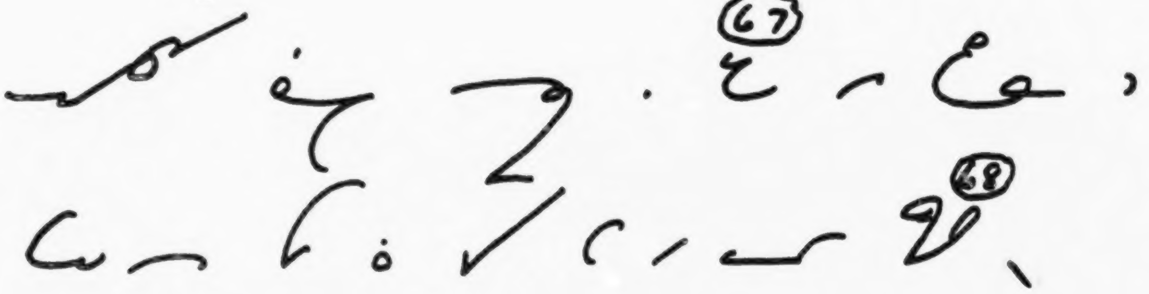

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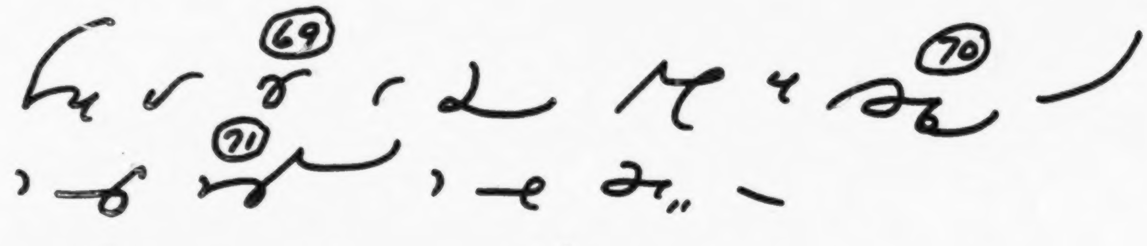

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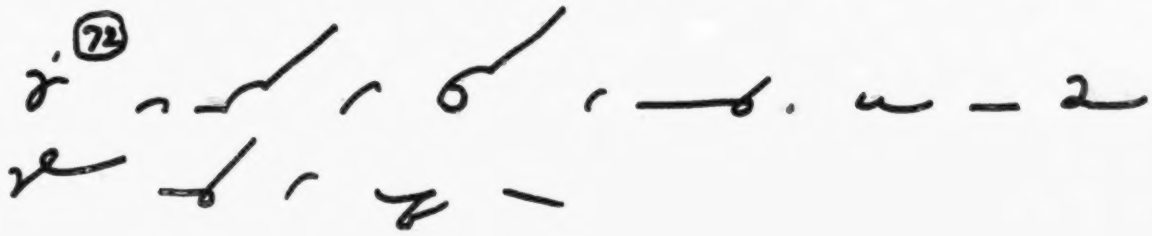

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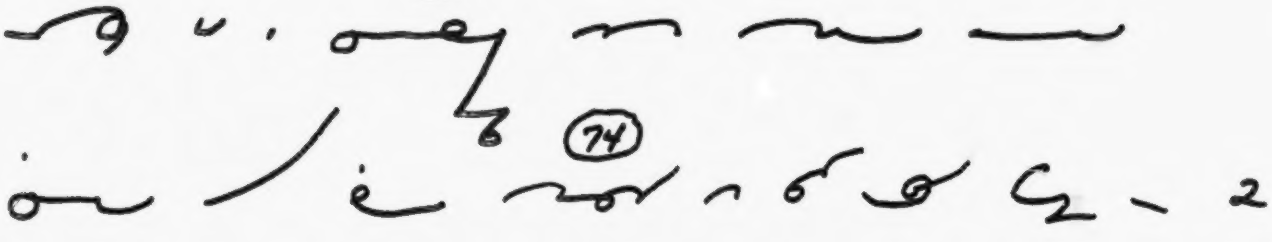

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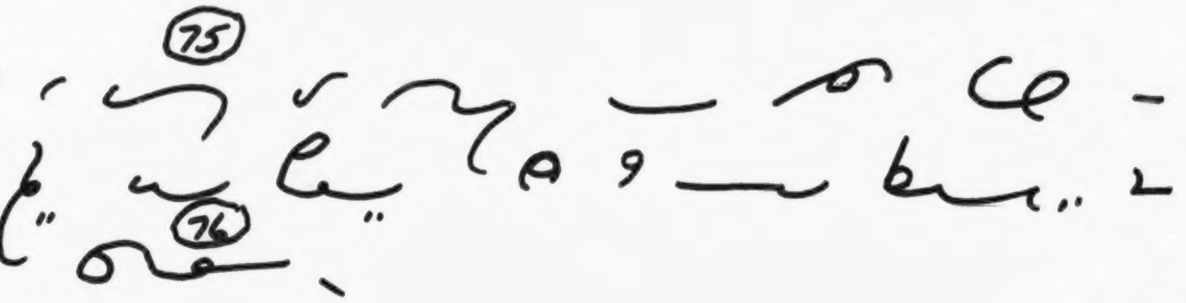
(37) 

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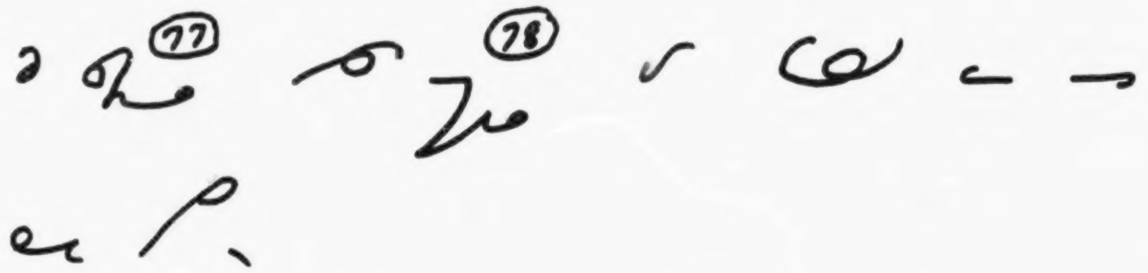
(38) 

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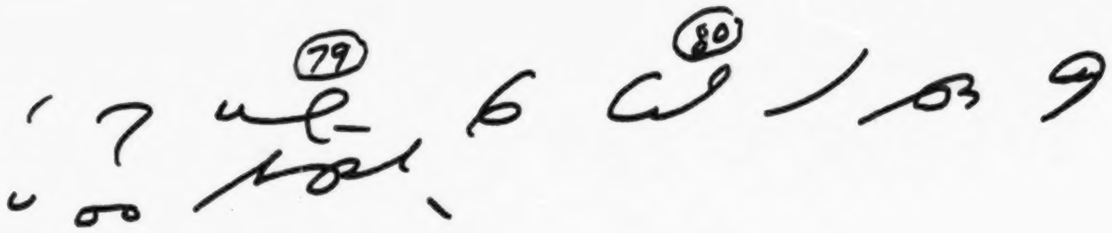
(39) 

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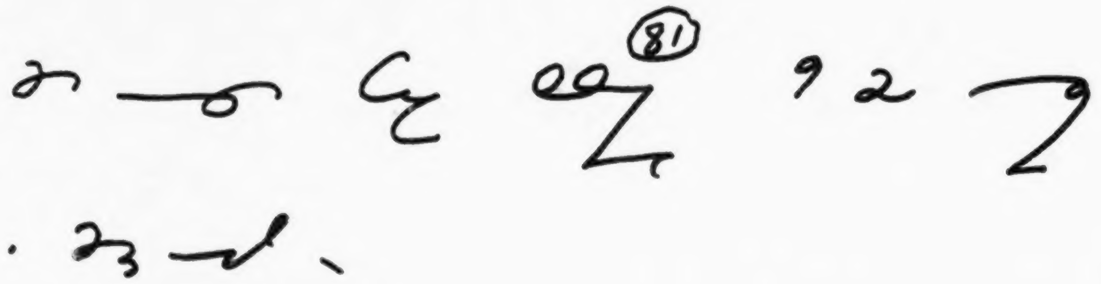
(40) 

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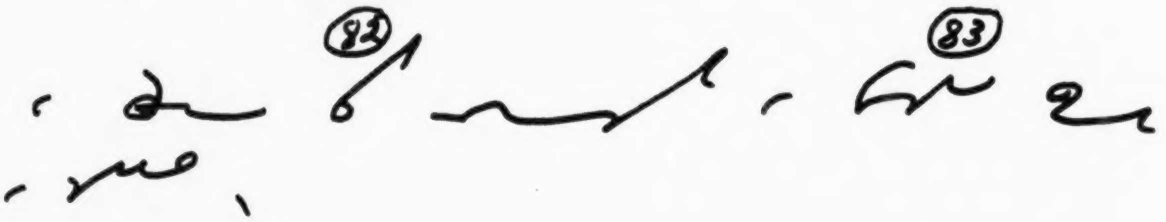
(41) 

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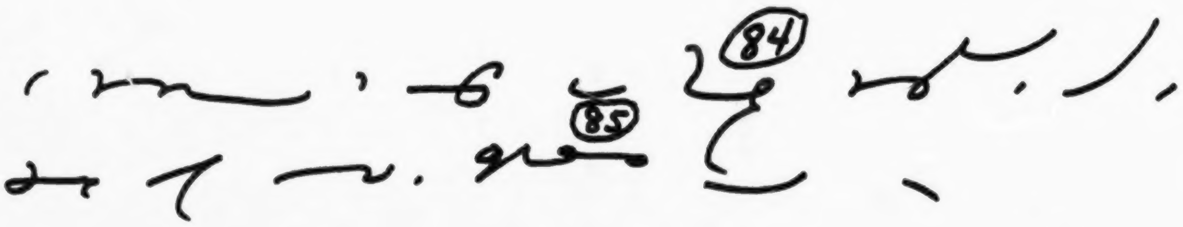
(42) 

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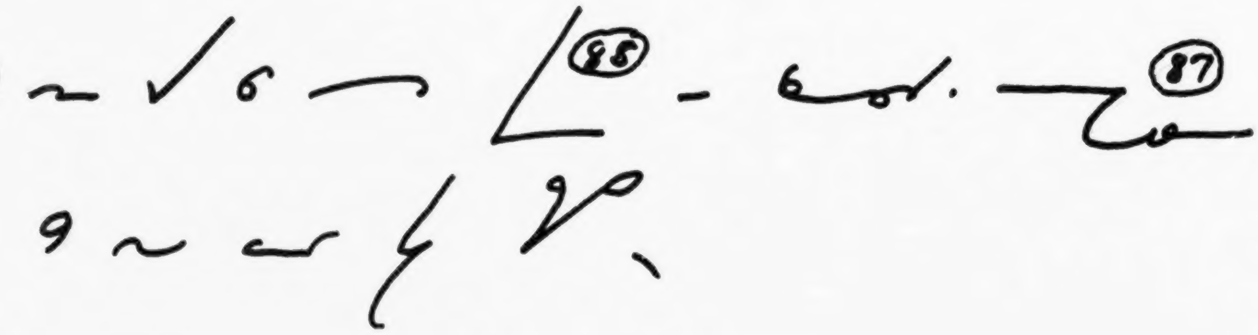
(43) 

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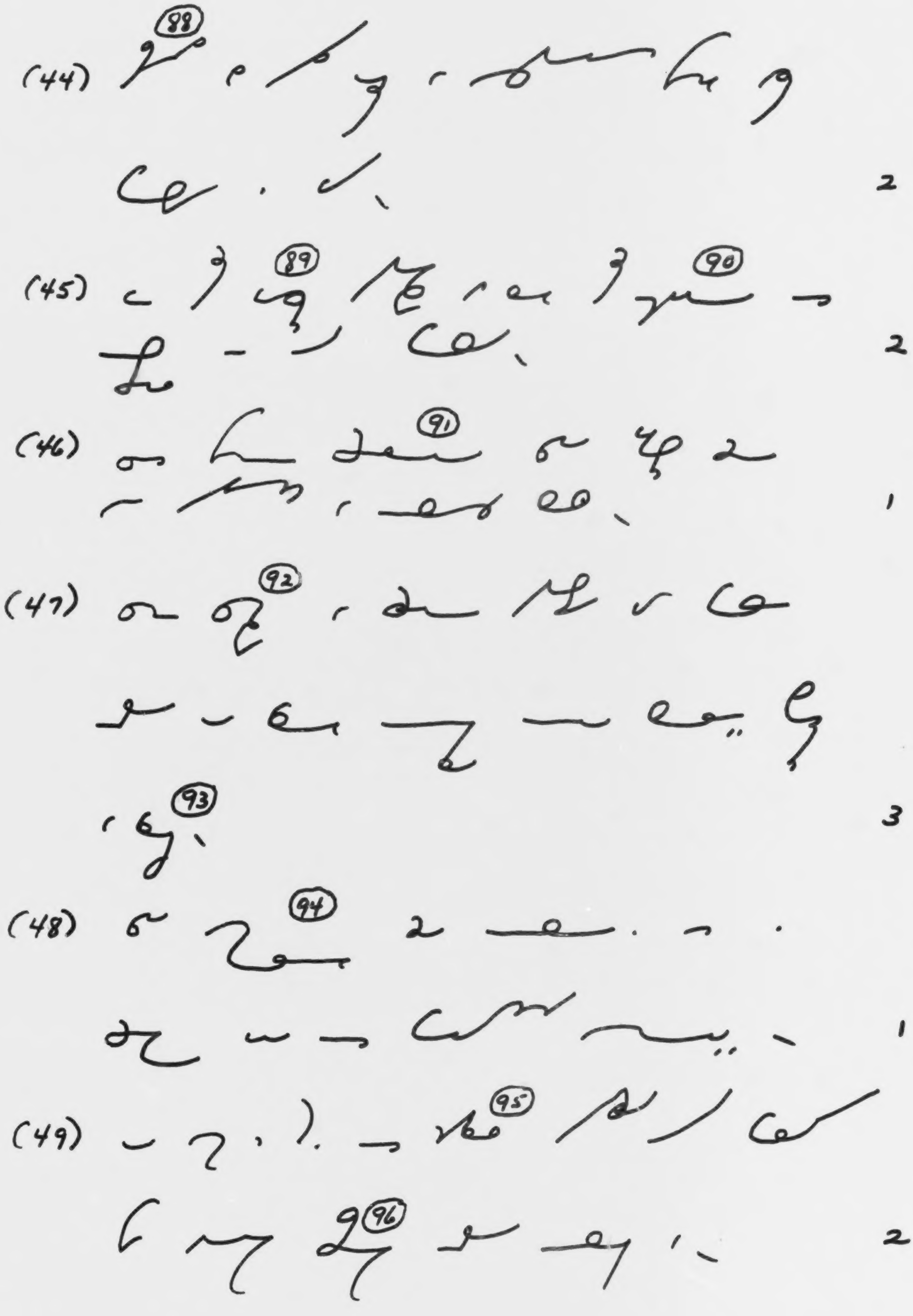
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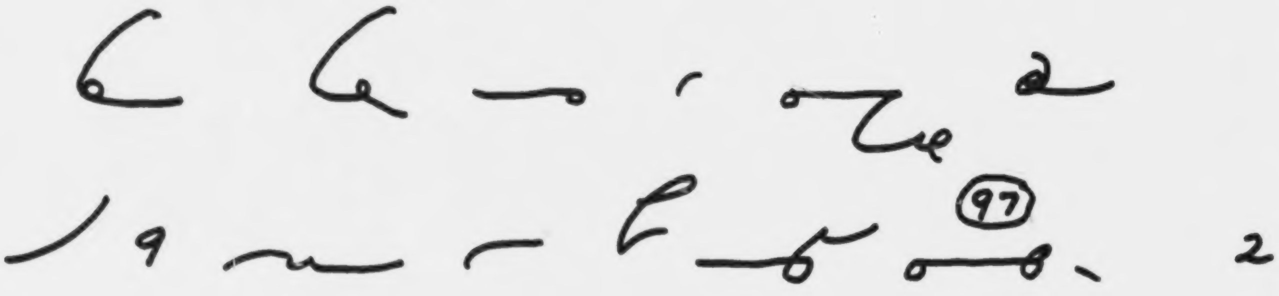


PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring the Post-Test on Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.11 Geographic Expressions)

PURPOSE: To measure the student's knowledge of geographic expressions and how well he can read and write these expressions in shorthand.

STUDENT PREPARATION FOR THE POST-TEST. The student can prepare for the post-test on Geographic expressions by studying lesson 25, lesson 47, and pages 378 through 380 in the textbook appendix.

THE POST-TEST. This test will consist of 50 sentences written in shorthand. In each sentence the student is to transcribe the name of the city or cities underlined and write, in shorthand, the name of the state in which the city or cities is located.

ADMINISTRATION OF THE POST-TEST. Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to transcribe the city or cities underlined and write, in shorthand, the correct outline for the state in which the city or cities is located.

COUNTING ERRORS: Each of the following will be considered an error and should be weighted as follows:

- -Incorrect identification of an underlined city/cities (1/2 point).
- -Incorrect identification of the state (1/2 point).
- -Incorrect shorthand outline for the state (1 point).

ADDITIONAL INFORMATION. For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

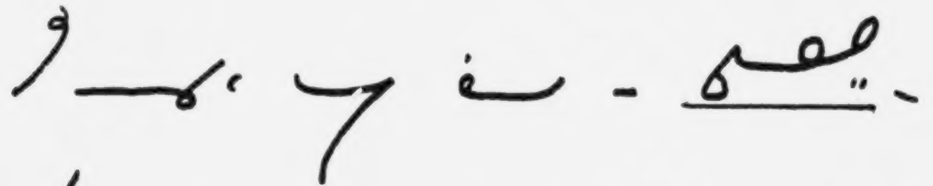
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

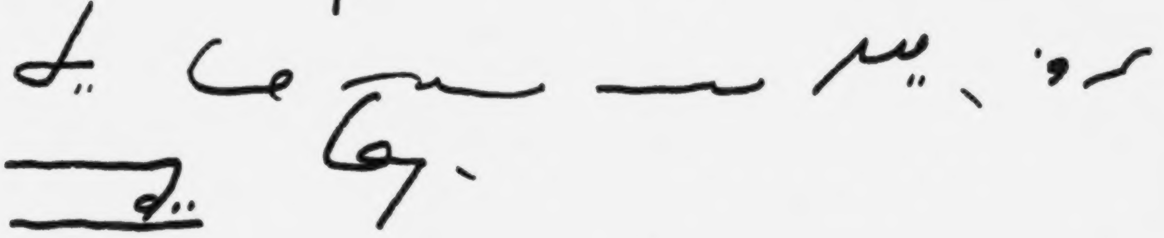
POST-TEST

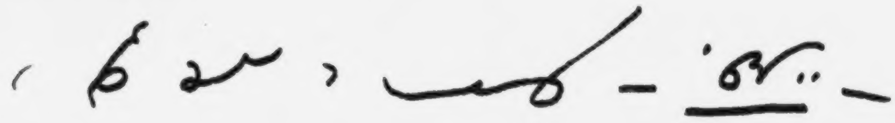
8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.11 GEOGRAPHIC EXPRESSIONS)

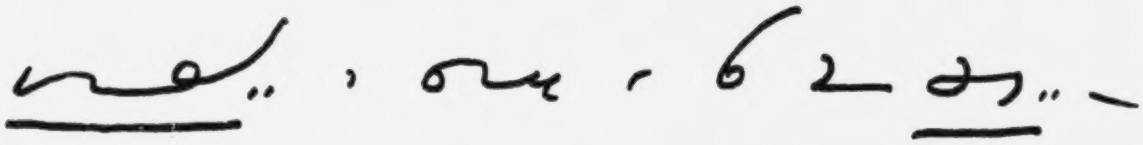
OBJECTIVE:

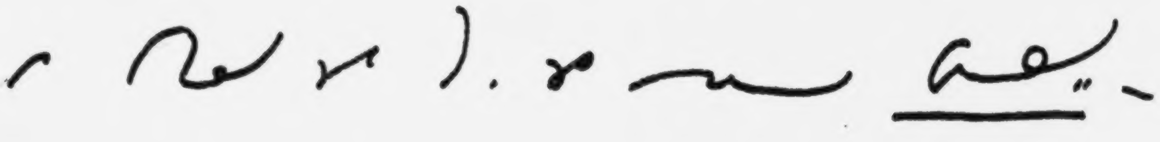
In the following sentences, the student is to transcribe the name of the city that is underscored and supply the state in which it is located as well as write the shorthand outline for the state with at least 90 percent accuracy.

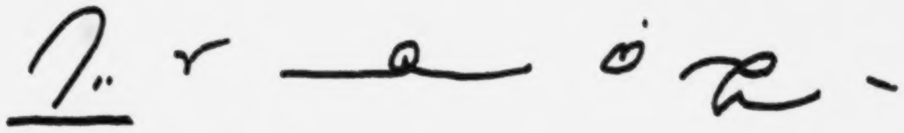


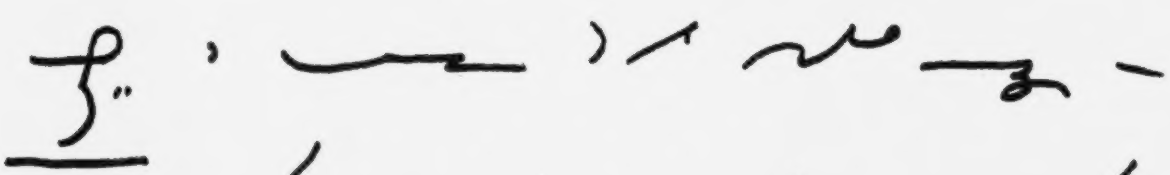
(2) 

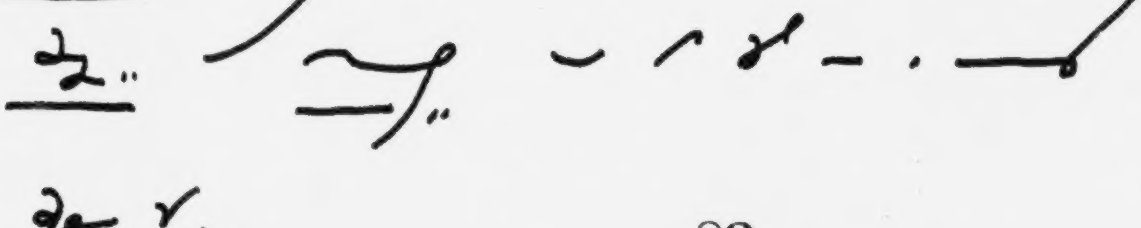
(3) 

(4) 

(5) 

(6) 

(7) 

(8) 

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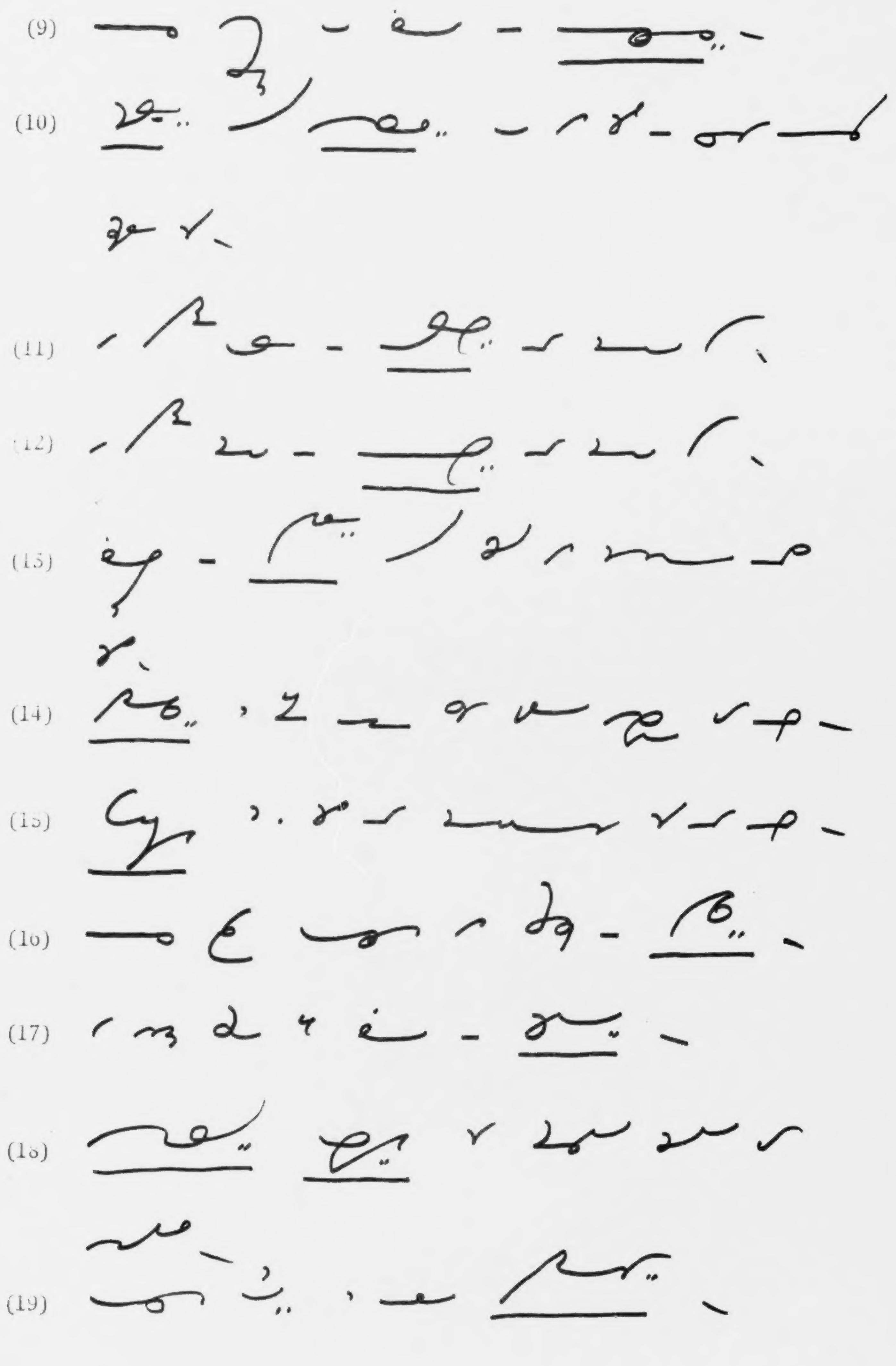
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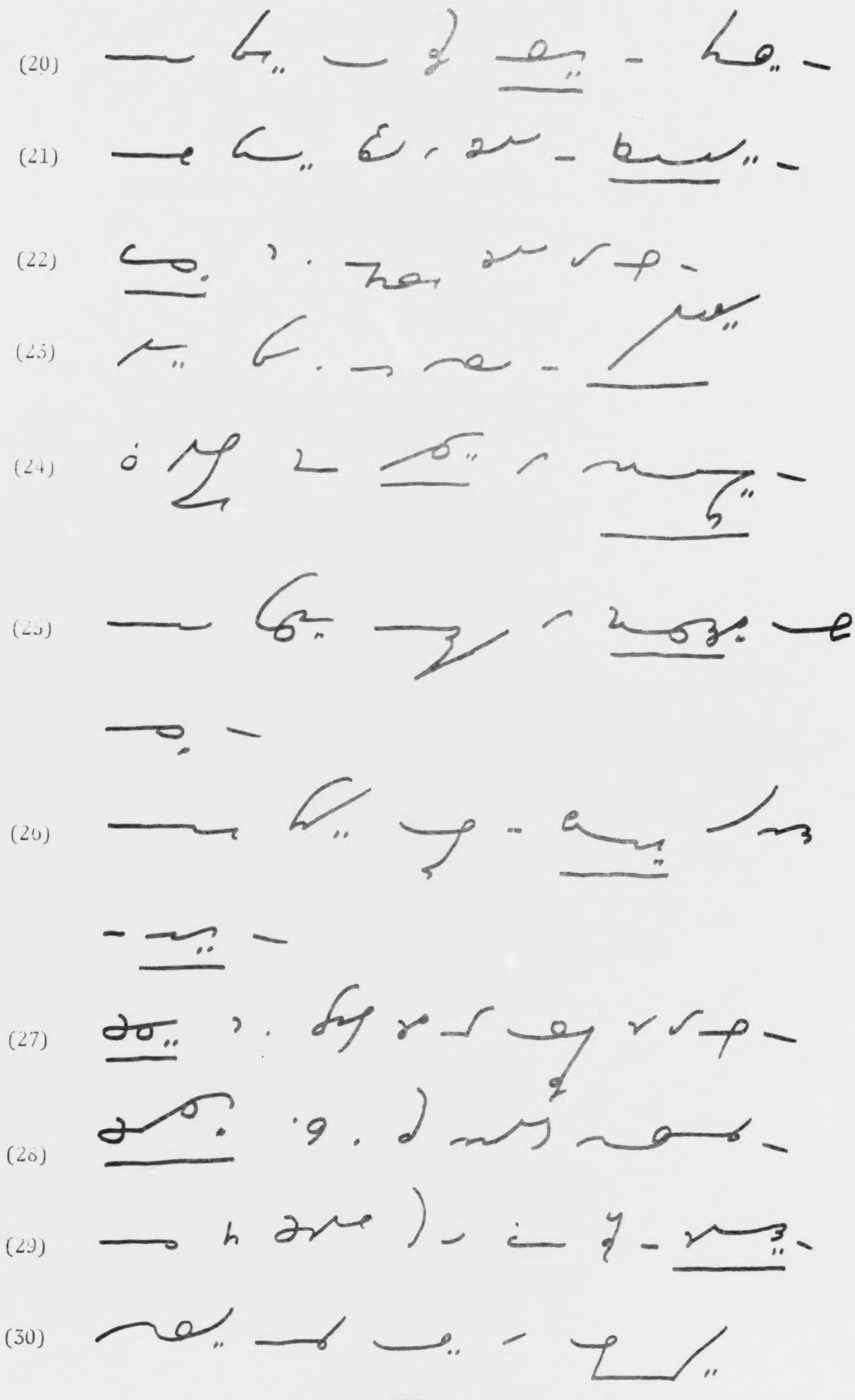
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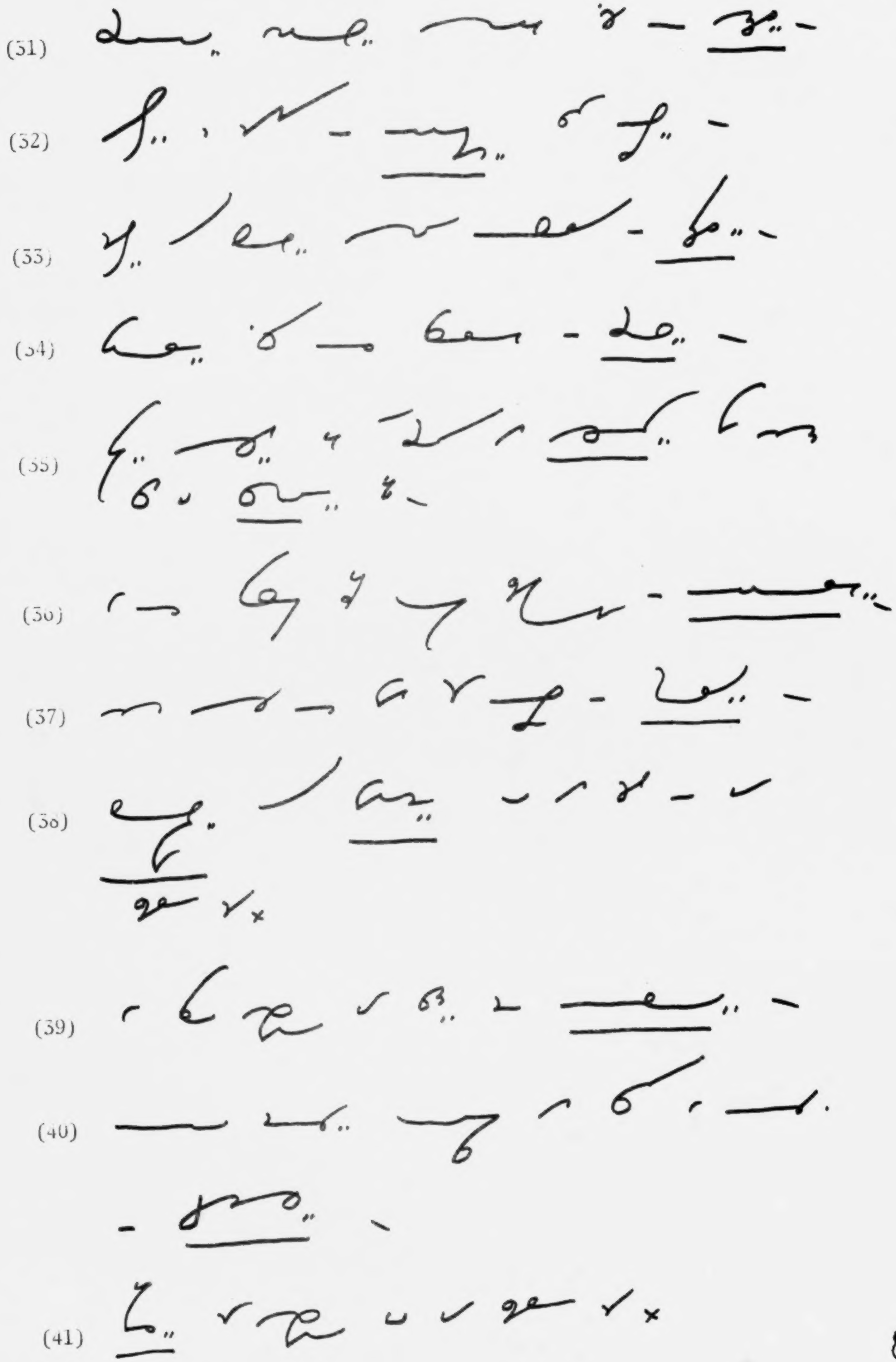
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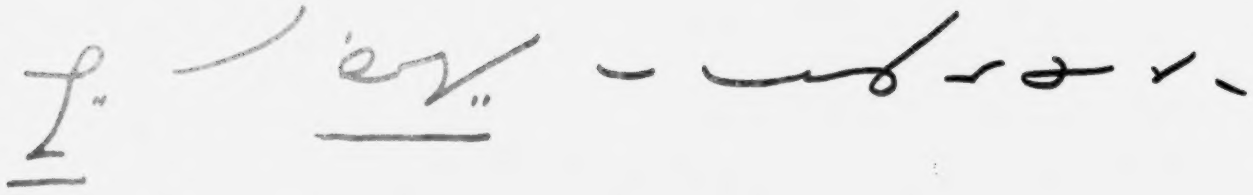
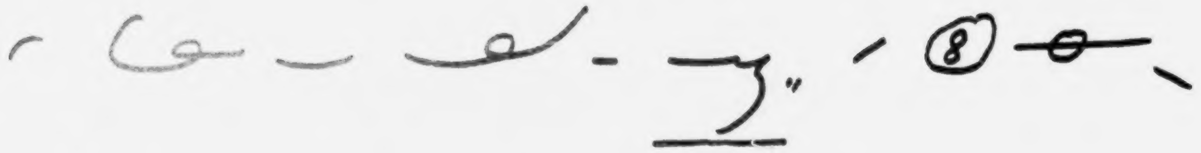
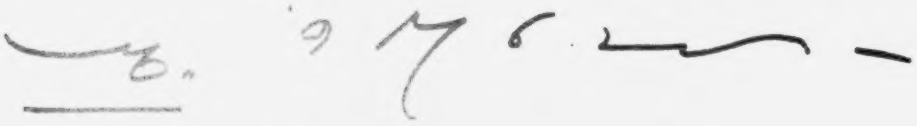
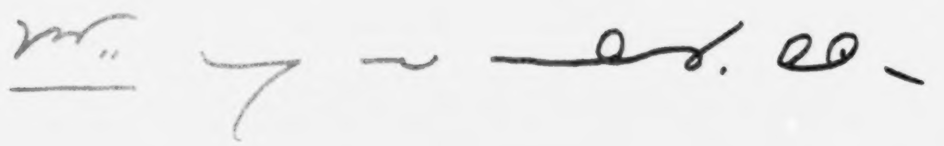
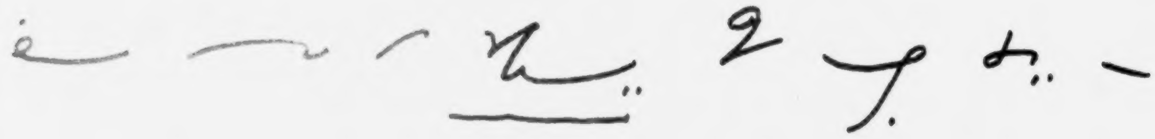
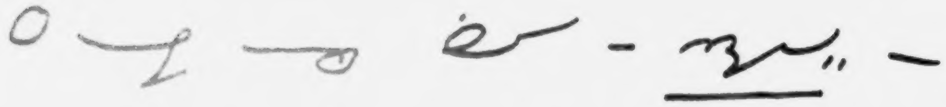
(42) 

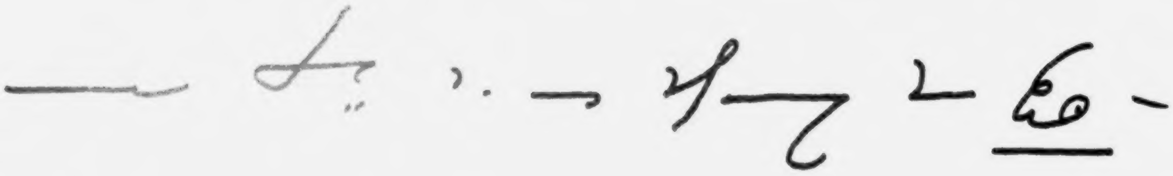
(43) 

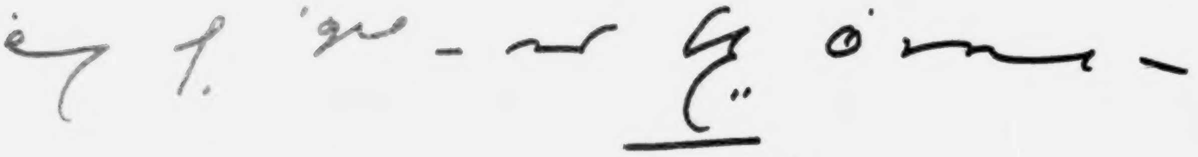
(44) 

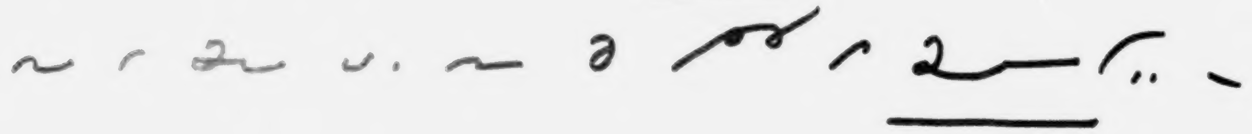
(45) 

(46) 

(47) 

(48) 

(49) 

(50) 

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring the Post-Test on Terminal Performance Objective

8.4.0 TRANSCRIPTION FROM PLATES

PURPOSE: To measure the student's ability to write and transcribe shorthand notes he has made from shorthand plates.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Transcription from Shorthand Plates by reviewing the shorthand plates in the Skill Building Section of the textbook that he transcribed as part of his homework assignments in Phase 1.

THE POST-TEST: Refer to Terminal Performance Objective 8.4.0 for a description of the test.

ADMINISTRATION OF THE POST-TEST: On paper supplied by the teacher, the student will be required to make shorthand notes from a plate assigned by the teacher and to transcribe his notes in cursive or typewriting.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.4.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.5.0 TRANSCRIPTION FROM POST-THEORY DICTATION

PURPOSE: To measure the student's ability to construct and transcribe shorthand notes from dictation of previewed or familiar material for a period of three minutes.

STUDENT PREPARATION FOR THE POST-TEST: The material to be used for the three minute dictation will be familiar to the student either from having practiced the material in class or having had it assigned for dictation as part of his homework.

THE POST-TESTS: Refer to Terminal Performance Objective 8.5.0 for a description of these tests.

ADMINISTRATION OF THE POST-TESTS: Refer to Terminal Performance Objective 8.5.0 for the procedure to be followed in dictation.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.5.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 2 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

1.1.0 Grades 10 and 11 are recommended to allow sufficient time for students of all levels of ability and motivation to complete the training necessary for entry level employment.

1.2.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: Students who are enrolled in Phase 2 of the program

2.1.0 Must have met the minimum performance criteria for Phase 1;

2.2.0 Must be concurrently enrolled in Phase 2 of the Phased Typing Program or typewrite at the minimum level necessary for completion of Phase 2 of the Phased Typing Program.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 2 reviews and strengthens the student's knowledge of shorthand principles; develops his ability to construct outlines for unfamiliar words under the stress of dictation; increases his dictation speed; extends his knowledge of the basic nonshorthand elements of transcription; and establishes a firm foundation for rapid and accurate transcription.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities which further emphasize and reinforce shorthand theory, writing technique, transcription, and related nonshorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 2 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program;

4.2.0 Transcribe, in typewritten form, shorthand outlines he has constructed;

4.3.0 Read shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines;

  4.4.1 Shorthand theory includes words, brief forms, brief form derivatives, phrases, and geographical expressions.

4.5.0 Construct, during five minute lab dictation of practiced material, correct shorthand outlines;

4.6.0 Construct, during three minute teacher dictation of umfamiliar material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and businesslike attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 2 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 2 curriculum. For a more detailed outline of content, reference must be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory reinforcement with emphasis on

  5.1.1 Phrase building

  5.1.2 Brief form automatizing

  5.1.3 Geographical expressions

  5.1.4 Words and word families

  5.1.5 Word beginnings and endings

  5.1.6 Numbers and quantities

  5.1.7 Blends and vowel omissions

  5.1.8 Brief forms and derivatives

  5.1.9 Vocabulary building.

5.2.0 Reading from textbook shorthand plates at a rapid and accurate rate.

5.3.0 Reading from shorthand outlines and notes the student constructs from the textbook or from dictation.

5.4.0 Taking dictation for periods of time up to 5 minutes on new, practiced, and familiar material.

5.5.0 Transcription with emphasis on

 5.5.1 Punctuation, spelling, and capitalization

 5.5.2 Grammar and proper word usage

 5.5.3 Sentence completion and context analysis

 5.5.4 Proofreading and correcting

 5.5.5 Responding to oral and written directions

 5.5.6 Business vocabulary and geographic expressions

 5.5.7 Typewriting skills

 5.5.8 Proper care of equipment and efficient work organization.

5.6.0 Identifying common business practices and terms.

5.7.0 Solving elementary problems of office style dictation in which additions and deletions are made.

5.8.0 Producing mailable letters from own shorthand notes of letters presented in the textbook.

5.9.0 Emphasing proper business behavior, habits, and personality traits essential to the routine of the stenographer or secretary at a job-entry level.

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 2. The first week that a student spends in Phase 2 will be devoted to an assessment of his knowledge of shorthand principles and the speed level at which he should begin taking dictation from unfamiliar material.

6.1.0 All students will be required to complete the learning activities in Phase 2 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 2 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pre-test at the beginning of a learning activity if he believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group actitities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 2 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 2, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 2 Terminal Performance Objectives is *Gregg Dictation, Diamond Jubilee Series*, 1963.

8.1.0 TRANSCRIPTION FROM DICTATION: GIVEN DICTATION OF UNFAMILIAR MATERIAL, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be unfamiliar to the student.

8.1.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.1.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.1.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used, there will be no pause or stopping between letters.

8.1.2.3 Dictation will be given for three minutes at each of three speed levels: 80 words a minute; 90 words a minute; and 100 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.1.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.1.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.1.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.1.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.1.2.8 Thirty minutes will be allowed for transcribing.

8.1.2.9 The shorthand notes must be transcribed at the typewriter. All typing errors must be corrected.

8.1.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written in longhand during dictation.

8.1.3.2 Words omitted or added in transcription.

8.1.3.3 Words incorrectly transcribed.

8.1.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.1.3.5 Punctuation errors.

8.1.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled.

8.1.3.7 Uncorrected typographical errors.

8.1.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 2 - Terminal
Transcription from Dictation

Words Per Minute	Minimum No. of Successes	Percent Correct	Letter Grade
100	5	95-100	A
90	5	95-100	B
80	5	95-100	C

Performance below this level does not meet the minimum standard.

8.2.0 BUSINESS VOCABULARY: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR DEFINING AND SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY DEFINE AND SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the business vocabulary activities in Phase 2 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must write the dictated words, in cursive, in the order given. At the completion of the dictation, the student will have 35 minutes to define the words he has written.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted or added.

8.2.3.3 Words incorrectly spelled.

8.2.3.4 Words incorrectly defined.

8.2.3.5 Words that are not defined.

8.2.4 Proof of achievement: The student must complete three different 50 item business vocabulary tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 2 – Terminal
Business Vocabulary Test

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.3.0 SPELLING: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the spelling activities in Phase 2 of the Phased Shorthand Program.

8.3.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must spell the dictated words in the order given. An additional five minutes will be allowed for the student to review his word list and make any necessary corrections.

8.3.3 Counting errors: Each of the following will be considered one error:

8.3.3.1 Words written that are not in the order of dictation.

8.3.3.2 Words omitted or added.

8.3.3.3 Words incorrectly spelled.

8.3.4 Proof of achievement: The student must complete three different 50 item spelling tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance.

PHASED SHORTHAND PROGRAM

Phase 2 - Terminal
Spelling

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.4.0 GRAMMAR: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF GRAMMAR, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any 50 sentence test, constructed by the teacher in cursive or typing, that requires the student to select proper verbs, nouns, and pronouns from multiple choices.

8.4.2 Performance conditions: The student must correctly apply the common rules of grammar presented in the learning activities of Phase 2 to the 50 sentences within a 45 minute period of time.

8.4.3 Counting errors: The following will be considered one error:

8.4.3.1 Incorrect application of a grammar rule.

8.4.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 2 - Terminal
Grammar

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.5.0 PUNCTUATION: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF PUNCTUATION, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any 50 sentence test that does not contain punctuation, constructed by the teacher in cursive or typing, that requires the student to properly punctuate the sentences.

8.5.2 Performance conditions: The student must correctly apply the common rules of punctuation presented in the learning activities of Phase 2 to the 50 sentences within a 45 minute period of time.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Incorrect application of a punctuation rule.

8.5.3.2 Incorrect omissions or additions of punctuation.

8.5.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance.

PHASED SHORTHAND PROGRAM

Phase 2 - Terminal
Punctuation

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.6.0 MAILABLE COPY FROM PLATES: GIVEN TEACHER SELECTED TRANSCRIPTION QUIZ LETTERS IN THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE SELECTED PLATES, THE STUDENT WILL WRITE SHORTHAND NOTES FROM THESE PLATES AND TRANSCRIBE HIS NOTES INTO MAILABLE LETTERS WITHIN A SPECIFIED TIME LIMIT.

8.6.1 Evaluation instrument: Any transcription quiz letter, selected by the teacher, from the first four lessons of each chapter of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 2 of the Phased Shorthand Program.

8.6.2 Performance conditions: The student will be allowed 15 minutes per letter to make and transcribe his notes. He will transcribe his notes in mailable form on the typewriter and submit his copy to the teacher for evaluation at the end of each 15 minute period of time. The student may refer to the dictionary while taking this test.

8.6.3 Counting errors: Each of the following will be considered an error:

8.6.3.1 Words omitted or added in transcription.

8.6.3.2 Words incorrectly transcribed.

8.6.3.3 Punctuation errors.

8.6.3.4 Misspelled words.

8.6.3.5 Capitalization errors.

8.6.3.6 Paragraphing errors.

8.6.3.7 More than three neat erasures.

8.6.3.8 Failure to include the current date.

8.6.3.9 Failure to include an appropriate inside address.

8.6.3.10 Failure to include an appropriate complimentary close, company name, typed signature, or reference intials.

8.6.4 Proof of achievement: The student must transcribe the shorthand notes he has made, from the plates assigned by the teacher, into mailable copy. A letter is considered to be mailable if it is error free. The student will spend a minimum of five class periods working on mailable copy. Three plates will be assigned each class period. The first plate assigned must be mailable before the student may progress to subsequent plates. In order to meet this objective, the student must complete a minimum of one mailable letter during each of five different class periods. His final grade for this objective will be the average of the five daily grades he achieves. The student will receive a grade for each class period according to the criteria in the following table:

PHASED SHORTHAND PROGRAM

Phase 2 - Terminal
Mailable Copy From Plates

One 45 Minute Period

3 Mailable Letters	A
2 Mailable Letters	B
1 Mailable Letter	C

Performance below this level does not meet the minimum standard.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 2: The student's final grade in Phase 2 will be determined by averaging his Terminal Performance objective test grades and his learning activity grades. Objective 8.1.0 will be given a weight of 50%, objectives 8.2.0, 8.3.0, 8.4.0, 8.5.0, and 8.6.0 will be given a weight of 30%, and learning activity grades will be given a weight of 20%.

10.0.0 ADVANCEMENT TO PHASE 3: In order for the student to advance to Phase 3, he must have demonstrated a level of performance that is represented by an overall letter grade of "C" or above.

10.1.0 Exception requiring student action: The student who does not meet the minimum criteria and who wishes to advance to Phase 3 may do so by taking the following action:

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests, learning activity tests, and student records.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate that he has developed the level of skill necessary for advancement to Phase 3 by successfully meeting the minimum criteria on the appropriate Terminal Performance Objective tests.

10.2.0 Exception requiring teacher action: Students with educational handicaps may be given special consideration on an individual basis by the teacher.

PHASE 2 OF THE PHASED SHORTHAND PROGRAM

Appendix

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Therefore, examples of the tests used in Phase 2 are not included.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 3 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 11, 12

1.1.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: Students who are enrolled in Phase 3 of the program

2.1.0 Must have met the minimum performance criteria for Phase 2;

2.2.0 Must have met the minimum level necessary for completion of Phase 2 of the Phased Typing Program.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 3 emphasizes the vocational application of shorthand skills and develops these skills to meet the standards of business/industry. Phase 3 strengthens and reinforces the basic skills acquired in previously completed phases by developing vocational skills in terms of production in dictation.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities which further emphasize and reinforce shorthand theory, writing technique, transcription, and related nonshorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 3 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program;

4.2.0 Transcribe, in typewritten form, shorthand outlines he has constructed;

4.3.0 Read aloud shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines;

4.4.1 Shorthand theory includes words, brief forms, brief form derivatives, phrases, and geographical expressions.

4.5.0 Construct, during five minute lab dictation of practiced material, correct shorthand outlines;

4.6.0 Construct, during three minute teacher dictation of unfamiliar material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and business-like attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 3 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 3 curriculum. For a more detailed outline of content, reference must be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory reinforcement with emphasis on

5.1.1 Phrase building

5.1.2 Brief form automatizing

5.1.3 Geographical expressions

5.1.4 Words and word families

5.1.5 Word beginnings and endings

5.1.6 Numbers and quantities

5.1.7 Blends and vowel omissions

5.1.8 Brief forms and derivatives

5.1.9 Vocabulary building.

5.2.0 Reading from shorthand outlines and notes the student constructs from the textbook or from dictation.

5.3.0 Taking dictation for periods of time up to 5 minutes on new, practiced, and familiar material.

5.4.0 Transcription with emphasis on

  5.4.1 Punctuation, spelling, and capitalization

  5.4.2 Grammar and proper word usage

  5.4.3 Sentence completion and context analysis

  5.4.4 Proofreading and correcting

  5.4.5 Responding to oral and written directions

  5.4.6 Business vocabulary and geographic expressions

  5.4.7 Typewriting skills

  5.4.8 Proper care of equipment and efficient work organization

  5.4.9 Paragraphing practice.

5.5.0 Identifying common business practices and terms.

5.6.0 Solving problems of office style dictation in which additions and deletions are made and composing simple letters and memorandums.

5.7.0 Producing mailable letters from own shorthand notes of letters presented in the textbook.

5.8.0 Emphasizing proper business behavior, habits, and personality traits essential to the routine of the stenographer or secretary at a job-entry level.

5.9.0 Improving shorthand skill with emphasis on time-and-effort-saving shortcuts.

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 3. The first week that a student spends in Phase 3 will be devoted to an assessment of his basic shorthand skills--knowledge of shorthand principles, speed level at which to begin dictation, and related non-shorthand skills.

At the end of the assessment week, the student will begin the learning activities for Phase 3 if he meets the minimum performance criteria for basic shorthand skills. The student who does not meet the minimum criteria will continue to work on skill development until he reaches the minimum. At that time, he will begin Phase 3 activities.

6.1.0 All students will be required to complete the learning activities in Phase 3 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 3 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pretest at the beginning of a learning activity if be believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group activities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 3 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 3, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 3 Terminal Performance Objectives is Gregg Speed Building, Diamond Jubilee Series, 1964.

8.1.0 TRANSCRIPTION FROM DICTATION: GIVEN DICTATION OF UNFAMILIAR MATERIAL, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be unfamiliar to the student.

8.1.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.1.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.1.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used; there will be no pause or stopping between letters.

8.1.2.3 Dictation will be given for three minutes at each of three speed levels: 100 words a minute; 110 words a minute; and 120 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.1.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.1.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.1.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.1.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.1.2.8 Thirty minutes will be allowed for transcribing.

8.1.2.9 The shorthand notes must be transcribed at the typewriter. All typing errors must be corrected.

8.1.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written in longhand during dictation.

8.1.3.2 Words omitted or added in transcription.

8.1.3.3 Words incorrectly transcribed.

8.1.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.1.3.5 Punctuation errors.

8.1.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled.

8.1.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 3 - Terminal
Transcription from Dictation

Words Per Minute***	Minimum No. of Successes	Percent Correct	Letter Grade
120	5	95-100	A
110	5	95-100	B
100	5	95-100	C

Performance below this level does not meet the minimum standard.

*** Students who perform above the 120 words per minute level within Phase 3 and meet the minimum performance criteria for the other objectives in Phase 3 may receive credit for Phase 4 of Shorthand and go directly into Transcription.

8.2.0 BUSINESS VOCABULARY: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR DEFINING AND SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY DEFINE AND SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the business vocabulary activities in Phase 3 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must write the dictated words, in cursive, in the order given. At the completion of the dictation, the student will have 35 minutes to define the words he has written.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted or added.

8.2.3.3 Words incorrectly spelled.

8.2.3.4 Words incorrectly defined.

8.2.3.5 Words that are not defined.

8.2.4 Proof of achievement: The student must complete three different 50 item business vocabulary tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 3 - Terminal
Business Vocabulary Test

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.3.0 SPELLING: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the spelling activities in Phase 3 of the Phased Shorthand Program.

8.3.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must spell the dictated words in the order given. An additional five minutes will be allowed for the student to review his word list and make any necessary corrections.

8.3.3 Counting errors: Each of the following will be considered one error:

8.3.3.1 Words written that are not in the order of dictation.

8.3.3.2 Words omitted or added.

8.3.3.3 Words incorrectly spelled.

8.3.4 Proof of achievement: The student must complete three different 50 item spelling tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 3 - Terminal
Spelling

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.4.0 GRAMMAR: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF GRAMMAR, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any 50 sentence test, constructed by the teacher in cursive or typing, that requires the student to select proper verbs, nouns, and pronouns from multiple choices.

8.4.2 Performance conditions: The student must correctly apply the common rules of grammar presented in the learning activities of Phase 3 to the 50 sentences within a 45 minute period of time.

8.4.3 Counting errors: The following will be considered one error:

8.4.3.1 Incorrect application of a grammar rule.

8.4.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 3 - Terminal
Grammar

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.5.0 PUNCTUATION AND CAPITALIZATION: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF PUNCTUATION AND CAPITALIZATION, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any 50 sentence test that does not contain punctuation or capitalization, constructed by the teacher in cursive or typing, that requires the student to properly punctuate and capitalize the sentences.

8.5.2 Performance conditions: The student must correctly apply the common rules of punctuation and capitalization presented in the learning activities of Phase 3 to the 50 sentences within a 45 minute period of time.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Incorrect application of punctuation or capitalization rules.

8.5.3.2 Incorrect omissions or additions of punctuation or capitalization.

8.5.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 3 - Terminal
Punctuation and Capitalization

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.6.0 MAILABLE COPY: GIVEN TEACHER SELECTED TRANSCRIBED LETTERS IN THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE SELECTED LETTERS, THE STUDENT WILL WRITE SHORTHAND NOTES FROM THESE LETTERS AND TRANSCRIBE HIS NOTES INTO MAILABLE LETTERS WITHIN A SPECIFIED TIME LIMIT.

8.6.1 Evaluation instrument: Any transcribed letter selected by the teacher, from the second, third, and fourth lessons of each chapter of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 3 of the Phased Shorthand Program.

8.6.2 Performance conditions: The student will be allowed 15 minutes per letter to make and transcribe his notes. He will transcribe his notes in mailable form on the typewriter and submit his copy to the teacher for evaluation at the end of each 15 minute period of time. The student may refer to the dictionary while taking this test.

8.6.3 Counting errors: Each of the following will be considered one error:

8.6.3.1 Words omitted or added in transcription.

8.6.3.2 Words incorrectly transcribed.

8.6.3.3 Punctuation errors.

8.6.3.4 Misspelled words.

8.6.3.5 Capitalization errors.

8.6.3.6 Paragraphing errors.

8.6.3.7 More than two neat erasures.

8.6.3.8 Failure to include the current date.

8.6.3.9 Failure to include an appropriate inside address.

8.6.3.10 Failure to include an appropriate complimentary close, company name, typed signature, or reference intials.

8.6.4 Proof of achievement: The student must transcribe the shorthand notes he has made, from the letters assigned by the teacher, into mailable copy. A letter is considered to be mailable if it is error free. The student will spend a minimum of five class periods working on mailable copy. Three letters will be assigned each class period. The first letter assigned must be mailable before the student may progress to subsequent letters. In order to meet this objective, the student must complete a minimum of one mailable letter during each of five different class periods. His final grade for this objective will be the average of the five daily grades he achieves. The student will receive a grade for each class period according to the criteria in the following table:

PHASED SHORTHAND PROGRAM

Phase 3 - Terminal
Mailable Copy From Letters

One 45 Minute Period

3 Mailable Letters	A
2 Mailable Letters	B
1 Mailable Letter	C

Performance below this level does not meet the minimum standard.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 3: The student's final grade in Phase 3 will be determined by averaging his Terminal Performance Objective test grades and his learning activity grades. Objective 8.1.0 will be given a weight of 50%, objectives 8.2.0, 8.3.0, 8.4.0, 8.5.0, and 8.6.0 will be given a weight of 30%, and learning activity grades will be given a weight of 20%.

10.0.0 ADVANCEMENT TO PHASE 4: In order for the student to advance to Phase 4, he must have demonstrated a level of performance that is represented by an overall letter grade of "C" or above.

10.1.0 Exception requiring student action: The student who does not meet the minimum criteria and who wishes to advance to Phase 4 may do so by taking the following action:

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests, learning activity tests, and student records.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate that he has developed the level of skill necessary for advancement to Phase 4 by successfully meeting the minimum criteria on the appropriate Terminal Performance Objective tests.

10.2.0 Exception requiring teacher action: Students with educational handicaps may be given special consideration on an individual basis by the teacher.

PHASE 3 OF THE PHASED SHORTHAND PROGRAM

Appendix

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Therefore, examples of the tests used in Phase 3 are not included.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 4 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 11, 12

1.1.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: Students who are enrolled in Phase 4 of the program

2.1.0 Must have met the minimum performance criteria for Phase 3;

2.2.0 Must have met the minimum level necessary for completion of Phase 2 of the Phased Typing Program.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 4 emphasizes the vocational application of shorthand skills and develops these skills to meet the current standards of business/industry. Phase 4 strengthens and reinforces the basic skills acquired in previously completed phases of the program. Vocational application in terms of dictation and related secretarial duties is emphasized.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities which further emphasize and reinforce shorthand theory, writing technique, transcription, and related nonshorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 4 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program;

4.2.0 Transcribe, in typewritten form, shorthand outlines he has constructed;

4.3.0 Read aloud shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines:

  4.4.1 Shorthand theory includes words, brief forms, brief form derivatives, phrases, and geographical expressions.

4.5.0 Construct, during five minute lab dictation of practiced material, correct shorthand outlines;

4.6.0 Construct, during three minute teacher dictation of unfamiliar material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and businesslike attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 4 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 4 curriculum. For a more detailed outline of content, reference must be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory reinforcement with emphasis on

  5.1.1 Phrase building

  5.1.2 Brief form and shortcut expressions

  5.1.3 Geographical expressions

  5.1.4 Word families

  5.1.5 Word beginnings and endings

  5.1.6 Numbers and quantities

  5.1.7 Blends and vowel omissions

  5.1.8 Vocabulary building.

5.2.0 Mechanics of English

  5.2.1 Spelling and punctuation drills

  5.2.2 Spelling families

  5.2.3 Grammar reviews

        - 5.2.4 Hyphen, apostrophe, and compound words
        - 5.2.5 Paragraphing practice
        - 5.2.6 Typing-style drills
        - 5.2.7 Word division.
- 5.3.0 Vocabulary development
    - 5.3.1 Similar words
    - 5.3.2 Word roots
    - 5.3.3 Business vocabulary
    - 5.3.4 Word substitution
    - 5.3.5 Context practice.
- 5.4.0 Transcription techniques
    - 5.4.1 Skillful proofreading
    - 5.4.2 Handling office-style dictation effectively
    - 5.4.3 Typing other business communication forms and reports
    - 5.4.4 Recognizing and handling implied instructions
    - 5.4.5 Composing letters.
- 5.5.0 Shorthand skill improvement
    - 5.5.1 Time-and-effort saving shortcuts
    - 5.5.2 Devising personal shortcuts
    - 5.5.3 Expressions that occur frequently
    - 5.5.4 Secretarial etiquette
- 5.6.0 Secretarial experiences
    - 5.6.1 Interoffice memos
    - 5.6.2 Minutes
    - 5.6.3 Itineraries
    - 5.6.4 Press releases

5.6.5 Summary reports

5.6.6 Up-to-date information articles

5.6.7 Office simulation

5.6.8 Business and departmental organization

5.6.9 Departmental personnel and duties

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 4. The first week that a student spends in Phase 4 will be devoted to an assessment of his basic shorthand skills--knowledge of shorthand principles, speed level at which to begin dictation, and related non-shorthand skills.

At the end of the assessment week, the student will begin the learning activities for Phase 4 if he meets the minimum performance criteria for basic shorthand skills. The student who does not meet the minimum criteria will continue to work on skill development until he reaches the minimum. At that time, he will begin Phase 4 activities.

6.1.0 All students will be required to complete the learning activities in Phase 4 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 4 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pre-test at the beginning of a learning activity if he believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group activities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 4 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 4, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 4 Terminal Performance Objectives is Gregg Speed Building, Diamond Jubilee Series, 1964.

8.1.0 TRANSCRIPTION FROM DICTATION: GIVEN DICTATION OF UNFAMILIAR MATERIAL, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be unfamiliar to the student.

8.1.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.1.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.1.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used; there will be no pause or stopping between letters.

8.1.2.3 Dictation will be given for three minutes at each of three speed levels: 120 words a minute; 130 words a minute; and 140 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.1.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.1.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.1.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.1.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.1.2.8 Thirty minutes will be allowed for transcribing.

8.1.2.9 The shorthand notes must be transcribed at the typewriter. All typing errors must be corrected.

8.1.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written in longhand during dictation.

8.1.3.2 Words omitted or added in transcription.

8.1.3.3 Words incorrectly transcribed.

8.1.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.1.3.5 Punctuation errors.

8.1.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled.

8.1.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 4 - Terminal
Transcription from Dictation

Words Per Minute	Minimum No. of Successes	Percent Correct	Letter Grade
140	5	95-100	A
130	5	95-100	B
120	5	95-100	C

Performance below this level does not meet the minimum standard.

8.2.0 BUSINESS VOCABULARY: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR DEFINING AND SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY DEFINE AND SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the business vocabulary activities in Phase 4 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must write the dictated words, in cursive, in the order given. At the completion of the dictation, the student will have 35 minutes to define the words he has written.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted or added.

8.2.3.3 Words incorrectly spelled.

8.2.3.4 Words incorrectly defined.

8.2.3.5 Words that are not defined.

8.2.4 Proof of achievement: The student must complete three different 50 item business vocabulary tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 4 - Terminal
Business Vocabulary Test

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.3.0 SPELLING: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the spelling activities in Phase 4 of the Phased Shorthand Program.

8.3.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must spell the dictated words in the order given. An additional five minutes will be allowed for the student to review his word list and make any necessary corrections.

8.3.3 Counting errors: Each of the following will be considered one error:

8.3.3.1 Words written that are not in the order of dictation.

8.3.3.2 Words omitted or added.

8.3.3.3 Words incorrectly spelled.

8.3.4 Proof of achievement: The student must complete three different 50 item spelling tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 4 - Terminal
Spelling

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.4.0 GRAMMAR: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF GRAMMAR, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any 50 sentence test, constructed by the teacher in cursive or typing, that requires the student to select proper verbs, nouns, and pronouns from multiple choices.

8.4.2 Performance conditions: The student must correctly apply the common rules of grammar presented in the learning activities of Phase 4 to the 50 sentences within a 45 minute period of time.

8.4.3 Counting errors: The following will be considered one error:

8.4.3.1 Incorrect application of a grammar rule.

8.4.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 4 - Terminal
Grammar

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.5.0 PUNCTUATION AND CAPITALIZATION: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF PUNCTUATION AND CAPITALIZATION, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any 50 sentence test that does not contain punctuation or capitalization, constructed by the teacher in cursive or typing, that requires the student to properly punctuate and capitalize the sentences.

8.5.2 Performance conditions: The student must correctly apply the common rules of punctuation and capitalization presented in the learning activities of Phase 4 to the 50 sentences within a 45 minute period of time.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Incorrect application of punctuation or capitalization rules.

8.5.3.2 Incorrect omissions or additions of punctuation or capitalization.

8.5.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 4 - Terminal
Punctuation and Capitalization

Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C

Performance below this level does not meet the minimum standard.

8.6.0 MAILABLE COPY: GIVEN TEACHER SELECTED TRANSCRIBED LETTERS IN THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE SELECTED LETTERS, THE STUDENT WILL WRITE SHORTHAND NOTES FROM THESE LETTERS AND TRANSCRIBE HIS NOTES INTO MAILABLE LETTERS WITHIN A SPECIFIED TIME LIMIT.

8.6.1 Evaluation instrument: Any transcribed letter selected by the teacher, from the second, third, and fourth lessons of each chapter of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 4 of the Phased Shorthand Program.

8.6.2 Performance conditions: The student will be allowed 12 minutes per letter to make and transcribe his notes. He will transcribe his notes in mailable form on the typewriter and submit his copy to the teacher for evaluation at the end of each 12 minute period of time. The student may refer to the dictionary while taking this test.

8.6.3 Counting errors: Each of the following will be considered one error:

8.6.3.1 Words omitted or added in transcription.

8.6.3.2 Words incorrectly transcribed.

8.6.3.3 Punctuation errors.

8.6.3.4 Misspelled words.

8.6.3.5 Capitalization errors.

8.6.3.6 Paragraphing errors.

8.6.3.7 More than two neat erasures.

8.6.3.8 Failure to include the current date.

8.6.3.9 Failure to include an appropriate inside address.

8.6.3.10 Failure to include an appropriate complimentary close, company name, typed signature, or reference intials.

8.6.4 Proof of achievement: The student must transcribe the shorthand notes he has made, from the letters assigned by the teacher, into mailable copy. A letter is considered to be mailable if it is error free. The student will spend a minimum of five class periods working on mailable copy. Four letters will be assigned each class period. The first letter assigned must be mailable before the student may progress to subsequent letters. In order to meet this objective, the student must complete a minimum of one mailable letter during each of five different class periods. His final grade for this objective will be the average of the five daily grades he achieves. The student will receive a grade for each class period according to the criteria in the following table:

PHASED SHORTHAND PROGRAM

Phase 4 - Terminal
Mailable Copy From Letters

One 48 Minute Period

4 Mailable Letters	A
3 Mailable Letters	B
2 Mailable Letters	C

Performance below this level does not meet the minimum standard.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 4: The student's final grade in Phase 4 will be determined by averaging his Terminal Performance Objective test grades and his learning activity grades. Objective 8.1.0 will be given a weight of 50%, objectives 8.2.0, 8.3.0, 8.4.0, 8.5.0, and 8.6.0 will be given a weight of 30%, and learning activity grades will be given a weight of 20%.

10.0.0 COMPLETION OF THE PHASED SHORTHAND PROGRAM: Students who complete the Phased Shorthand Program will be certified as having attained, at a minimum, entry level requirements for employment in stenographic, secretarial, and related occupations.

PHASE 4 OF THE PHASED SHORTHAND PROGRAM

Appendix

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Therefore, examples of the tests used in Phase 4 are not included.